DOCUMENT RESUME

ED 062 562		VT 015 382

AUTHOR	Kern, Richard P.; Caylor, John S.
TITLE	Analyses of WIN Team Functioning and Job Requirements. Phase I: Duties and Tasks Performed by Teams and Team Members.
INSTITUTION	Human Resources Research Organization, Monterey, Calif. Div. 3.
SPONS AGENCY	Manpower Administration (DOL), Washington, D.C.
REPORT NO	HumRRO-TR-71-19
PUB DATE	Aug 71
NOTE	121p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Counselors; Educational Background; *Employment Programs; Federal Programs; *Job Analysis; Personnel Management; *Professional Personnel; *Social Welfare; Task Performance; *Vocational Counseling; Vocational Rehabilitation; Welfare Recipients
IDENTIFIERS	WIN; *Work Incentive Program

ABSTRACT

The team staffing patterns and the experience, education, and training backgrounds of the staff of 51 Work Incentive Program (WIN) teams are described. Current team functioning is described for these teams in terms of how they proportion their time over the major duty areas identified in the Job Activities Inventory developed for this study. In addition, performance of each of the five basic team member positions is described in terms of how each proportions time over the duties and tasks performed. Performance of the respondents of each of these basic team member positions in tasks directly involved in caseload decision making is identified. (Author)

Technical
Report
71-19

ED 062562

HumRRO

Analyses of WIN Team Functioning and Job Requirements

Phase I: Duties and Tasks Performed by Teams and Team Members

Richard P. Kern and John S. Caylor

HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street • Alexandria, Virginia 22314

August 1971

Prepared for

U.S. Department of Labor
Manpower Administration

VT015382

Technical
Report
71-19

Analyses of WIN Team Functioning and Job Requirements

Phase I: Duties and Tasks Performed by Teams and Team Members

Richard P. Kern and John S. Caylor

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

August 1971

This report was prepared for the Manpower Administration, U.S. Department of Labor, under research and development Contract No. 51-49-70-03 authorized by the Social Security Act. Since contractors performing such work under Government sponsorship are encouraged to express their own judgment freely, the report does not necessarily represent the Department's official opinion or policy. Moreover, the contractor is solely responsible for the factual accuracy of all material developed in this report.

HumRRO Division No. 3
Monterey, California

HUMAN RESOURCES RESEARCH ORGANIZATION

FOREWORD

This interim report summarizes the initial phase of a study undertaken by the Human Resources Research Organization for the U.S. Department of Labor. The objectives of the full study are to provide detailed analyses and description of WIN team and team member functioning, to develop recommendations regarding team staffing, and to provide training outlines for the in-service training of teams. Due to the scope of the data collection and analyses required to meet these objectives, work was divided into two phases.

Phase 1, the subject of this interim report, includes the development of instruments and collection of data regarding experiential and educational background characteristics of team members, job activities performed, and characteristics of team member interaction and style of functioning in making decisions regarding clients. These data were collected from a nationwide sample of 51 teams by means of site visits. In addition, data regarding team member background characteristics and job activities performed were also collected from a separate sample of 71 teams by means of questionnaires distributed to the teams by mail. Due to the time period required to allow return of the mail questionnaires, these data will be considered in the Phase 2. or final, report. The present interim report summarizes the study approach, on-site data collection, and procedures, and presents descriptive statistics summarizing the frequency and types of team staffing patterns; levels of experience, education, and training; and job activities performed by the staffs of 51 WIN teams (on-site data collection).

The major analyses of the data collected during Phase 1 will be accomplished in Phase 2, the final phase of this study. Analyses of on-site data, supplemented as appropriate by data from the mail questionnaire sample, will explore the relationships between team composition variables, duty performance styles derived from the job activities inventory data, style of decision making, and enrollment and termination statistics. The objectives of these analyses are to allow the development and comparison of a number of alternative models of team functioning for use in developing the final study recommendations regarding team staffing, job position descriptions, and in-service team training outlines. Results of these analyses, the recommendations for staffing and job position descriptions, and the in-service team training outlines will constitute the Phase 2 report.

The work described in this report is being performed by HumRRO Division No. 3, Monterey, California, Dr. Howard H. McFann, Director, under sponsorship of the Manpower Administration, U.S. Department of Labor (Contract No. 51-49-70-03). Dr. Richard P. Kern is the project director and Dr. John S. Caylor is technical advisor in the design of sampling and data analyses. The project staff included Mrs. Annette K. Spinaio, research assistant, Mr. William H. Burchkhartt, statistical analyst, and Mrs. Donna Riccardelli, secretary. Additional staff members from Division No. 3 who aided in data collection were Mr. Robert Hauke and Mr. Gary L. Goettelmann.

The broad scale of data collection drew extensively on staff and resources of other HumRRO Divisions. Dr. Donald F. Haggard, Director of HumRRO Division No. 2, and Dr. Wallace W. Prophet, Director of HumRRO Division No. 6, made members of their staffs available. Assistance in data collection was provided by Mr. William L. Warnick, Mr. Ronald E. Kraemer, and Mr. David C. Routenberg from Division No. 2, and Mr. Warren P. Pauley from Division No. 6.

Appreciation is expressed for the considerable assistance given the research staff by each of the 10 Regional Manpower Administrators and their WIN Specialists; by the State WIN Coordinators who assisted the staff in arranging site visits and in coordinating the delivery and return of mail questionnaires; by the local WIN Office Supervisors who arranged for the research staff to have access to the team; and, by the team members who spiritedly and cooperatively responded to our inquiry.

Meredith P. Crawford
President
Human Resources Research Organization

SUMMARY

BACKGROUND

The Work Incentive (WIN) Program was established as the result of amendments to the Social Security Act that provide employability development services to recipients of Aid to Families with Dependent Children (AFDC). In addition to having a broader scope of services than were committed to earlier manpower development programs, delivery of services in the WIN program focuses on *flexible* utilization of these services, tailored to meet the needs of the individual enrollee. The WIN team concept represents the staffing and style of staff functioning that program planners perceived as essential to the accomplishment of these objectives.

Enrollment of AFDC recipients in WIN began in October 1968. By July 1969, 38 states were participating, and by July 1970 all but one state had initiated WIN program activities. Information obtained during this research indicates that as of July to August 1970 there were approximately 696 partial or full team staffs in operation throughout the 49 participating states, the District of Columbia, and the Trust Territories.

RESEARCH OBJECTIVES

The present study was undertaken to provide a detailed, systematic look at team and team member functioning in relation to the WIN team concept. The objectives of the full study are to analyze WIN team functioning and decision making and to provide recommendations for the further development of the WIN team concept including job descriptions of team members, entry level knowledge and skill requirements, training objective outlines for in-service team training, and potential criteria for use in future evaluations of team effectiveness.

APPROACH

Due to the scope of the data collection and analyses required to meet this study's final objectives, work was divided into two successive phases.

Phase I, the subject of this interim report, included the development of instruments and collection of data regarding experiential and educational background characteristics of team members, job activities performed, and characteristics of team member interaction and style of functioning in making decisions regarding clients. Data were collected from two nationwide samples of WIN teams. One sample involved using both questionnaire and interview techniques during on-site visits to approximately 50 WIN teams. In the second sample, the same questionnaire was sent through the mail to up to 100 teams. Phase 1 was concluded with an initial descriptive analysis of team staffing patterns; levels of experience, education, and training; and job activities performed by the staffs of the WIN teams from whom data were obtained during on-site visits. Similar analyses will be carried out with the mail questionnaire data following expiration of the cutoff period for returns. The analyses will provide information needed to set up major analyses planned for Phase 2.

The major analyses of the data collected during Phase 1 will be accomplished in Phase 2, the final phase of this study. Analyses of on-site data, supplemented as appropriate by data from the mail questionnaire sample, will explore the relationships between team composition variables, duty performance styles derived from the job activities inventory data, style of decision making, and enrollment and termination statistics. The objectives of these analyses are to allow the development and comparison of a number of alternative models of team functioning for use in developing the final study recommendations regarding team staffing, job position descriptions, and in-service team training outlines. Results of these analyses, the recommendations for staffing and job position descriptions, and the in-service team training outlines will constitute the Phase 2, final study report.

SCOPE OF THIS REPORT (Phase I of the Overall Study)

This report describes the team staffing patterns and the experience, education, and training backgrounds of the staffs of 51 WIN teams. Current team functioning is described for these teams in terms of how they proportion their time over the major duty areas identified in the Job Activities Inventory developed for this study. In addition, performance of each of the five basic team member positions is described in terms of how each proportions time over the duties and tasks performed. Performance of the respondents of each of these basic team member positions in tasks directly involved in caseload decision making is identified and discussed.

OFFICE-TYPE CATEGORIES

Prior to selection of teams for on-site data collection, team locations were classified on the basis of two control factors: number of teams operating at a given physical location, and population-size characteristics of the surrounding community. Combinations of these two control factors resulted in five office-type categories. Approximately 10 office locations were selected from each category and data were collected from one team at each office location. The five office-type categories are:

Office Type I: Single-team offices; rural or small urban community.
Office Type II: Single-team offices; small SMSA[1] community.
Office Type III: Single-team offices; large SMSA community.
Office Type IV: Two-to-three-team offices; large SMSA community.
Office-Type V: Four-or-more-team offices; large SMSA community.

TEAM STAFFING PATTERNS

Fifteen staffing patterns are represented among the 51 teams studied; these patterns range from a six-job position pattern to a pattern based on two job positions. The basic five-position pattern (coach, counselor, job developer, work-training specialist, and clerical) was the most frequent in occurrence but was found in only 23 (45%) of the 51 teams.

Diversity of staffing patterns was greatest among those teams selected from the single-team, rural or small urban offices (Type I) and the large SMSA offices staffed with four or more teams (Type V). The basic five-position pattern was contained in the staffing patterns of only two of the nine teams selected from Type V offices and in only four of the 10 teams selected from Type I offices.

---

[1] Standard Metropolitan Statistical Area.

Teams selected from the two-to-three-team offices located in large SMSA's (Type IV) exhibited the greatest consistency of staffing with the basic five-position pattern being reflected in seven of the 10 teams.

Five of the 11 teams selected from Office Type II, and five of the 11 selected from Office Type III exhibited the basic five-position staffing pattern.

JOB EXPERIENCE, EDUCATION, AND TRAINING BACKGROUND OF TEAM MEMBERS

Job History. Forty-nine percent of the team members of the 51 teams were working for the Employment Service prior to assuming positions on the WIN teams. The percentage of counselors, job developers, and work-training specialists who were with the Employment Service prior to WIN team duty ranges from 54% to 67%; in contrast, only 25% of the coaches and clerical personnel were Employment Service employees prior to WIN.

Total WIN Experience. Mean total months of experience as WIN staff for the team members in each of the five office types ranged from 14 to 18 months. Length of experience as members of the team at their present location averaged approximately a month less than their total WIN staff experience. Team members from Office Types I, II, III, and V, had been working as members of that team at their present location an average of 13 to 14 months; team members from Office Type IV averaged higher with 17 months.

The percentage of team members considered newcomers (one to six months experience) to the team varied from a low of 13% in Office Type IV to a high of 40% in Office Type II. The newcomers were not concentrated on just a few teams in each office-type category but tended to be distributed relatively evenly over the majority of the teams in each office type.

Job position identity of newcomers to the teams varied with office type. In Office Type I, only 12% to 17% of the coaches, job developers, and clerical members were newcomers while 36% of the counselors were considered as newcomers. Office Types II and III appeared to be in a greater state of flux with regard to the staffing of all of the basic team member positions with percentage of newcomers in each position ranging from approximately 20% to 50%. Particularly notable in Office Type II was the fact that approximately 50% of both the coaches and job developers were newcomers to the teams. Office Type IV is notable for its relatively high level of stability in all team member positions; even in this case, however, 23% of the counselors would be considered newcomers to the team.

Educational Background. Of the WIN staff from the 51 teams who participated in this study, only 1% had not completed high school diploma requirements, 20% had not gone on with their education following high school graduation, while the remainder had either attended college, graduated from college, or gone on to graduate work. Sixty-three percent of the coaches had pursued formal education beyond the high school diploma level with 12% having graduated from a four-year college or gone beyond. Ninety-seven percent of the counselors were graduates of a four-year college and 78% had attended graduate school. Forty-two to 46% of the job developers and work-training specialists had graduated from a four-year college while 16% to 17% had gone on to attend graduate school.

Relevant In-service Training. The majority of team members from each office-type category reported having received some type of in-service training relevant to their job duties. The proportions of team members in Office Type IV and V who reported affirmatively, are slightly lower (62-69%) than those in the other three office types (78-87%). In general, among the respondents, coaches, job developers, and clerical members showed the greatest variation in percentage who had received in-service training. Counselors and work-training specialists tended to show the least variation among office types and the greatest proportion of respondents who had been exposed to in-service training.

DUTIES AND TASKS PERFORMED

Distribution of Team Effort. In the analyses in this report relative time scores for members of each team were pooled to provide team relative time scores for each of the 10 major duty areas. Examination of these team scores (mean percent of total time) indicated that teams observed in the five office-type categories distribute their time over duty areas in a highly similar fashion.

In summary, these distributions indicate that teams from Office Types II, III, IV, and V, with high consistency give their greatest relative time emphasis to tasks concerned with record keeping (Duty Area 10). Next in order of team consistency and including all five office types, is the extra time emphasis given to tasks concerned with provision of supportive services and monitoring of enrollee progress (Duty Area 5). And, finally, lower in degree of team consistency but still notable for all office types is the extra time emphasis given to tasks concerned with orientation and employability planning (Duty Area 4).

Duty areas which consistently receive the least amount of relative time emphasis for teams of all office types are those containing tasks concerned with conducting determinations (Duty Area 6); initial assignment of enrollees (Duty Area 3); job development (Duty Area 8); and internal team management functions (Duty Area 9).

Duty areas falling in between these two extremes in amount of relative time emphasis are those containing tasks dealing with receipt and processing of referrals (Duty Area 1); enrollment and initial assessment (Duty Area 2), and, provision and monitoring of education, work, and training component resources (Duty Area 7).

Performance in Duty Areas. Mean percent time scores were computed to express the relative amount of time expended by respondents of each job position in each of the 10 duty areas. These means were computed for each office type separately. Plots of these means show a pattern in the relative distribution of time over the 10 duty areas which is different for each of the five basic job positions. The pattern for each job position remains essentially the same regardless of the specific office-type category to which the respondents belong.

Summarizing these patterns, areas in which coaches expend usually large relative amounts of time are in provision of supportive services and monitoring of enrollee progress (Duty Area 5); and, to a lesser extent in record maintenance and procedures (Duty Area 10). Counselors show their greatest relative expenditure of time in employability planning (Duty Area 4); and with lesser emphasis in three other areas, supportive services and monitoring of enrollee progress (Duty Area 5), initial assignment of enrollees (Duty Area 3), and monitoring and provision of education, work, and training component resources (Duty Area 7).

Job developers exhibit their major relative time emphasis in the area of job development and placement (Duty Area 8), and a lesser emphasis in monitoring and provision of education, work, and training components (Duty Area 7).

Work-training specialists appear more as generalists than do the other positions and tend to distribute their relative time more evenly over all duty areas; they do, however, show some extra time emphasis in two duty areas. These are monitoring and provision of education, work, and training components (Duty Area 7), and enrollment and initial assessment of applicants (Duty Area 2).

Clerical members of the teams focus their time primarily in two duty areas: record maintenance and procedures (Duty Area 10) and receipt and processing of referrals (Duty Area 1).

Task Performance. Task performance of the five job positions was examined for each duty area. In general, these data simply illustrate further the descriptions drawn of job position performance based on duty area scores. Analyses and descriptions of how the five job positions articulate their separate and supporting functions in each duty area will require that specific controls be imposed on the data for the job positions represented on each of the teams under study. For these same reasons, no conclusions are drawn at this time regarding the relative involvement of different job positions in the decision-making tasks represented in the inventory. The analyses to accomplish these objectives will be carried out in Phase II of this research.

SUMMATION

The analyses of data described in this interim report represent preliminary analyses carried out to obtain distribution statistics on variables considered important to the main (Phase 2) analyses of these data. Action recommendations or conclusions related to the final objectives of this study will be presented in the final (Phase 2) report.

The major observations to be underlined at this time concern the wide variation found in team staffing patterns; the uniformity among the five office-type categories in the way the average team from each distributes its time over the 10 duty areas; and the appearance of a characteristic pattern of job-duty involvement (relative time scores on each duty area) for each of the five team member job positions.

Only 23 of the 51 teams were staffed to include all of the five basic team member job positions. Thus, if these five specialties are critical to the delivery of the range of services considered necessary to achieve program objectives, then only 45% of these teams have the staff resources required to meet these premises.

Average duty area scores (relative time) were computed for teams comprising each of the five office-type categories. Inspection of the mean relative time distribution scores obtained on the 10 duty areas by each of the five office-type categories indicates that there are no systematic differences in the way teams from the different office-type categories distributed their time. Thus, whatever conditions are responsible for differences in the way teams distribute their time over these duty areas, they do not appear to be importantly related to the present office-type categories.

The five basic team member positions are described in the WIN guidelines as reflecting different manpower specialities. Job Activities Inventory data from the present analyses do show five distinct job position profiles; these profiles emphasize specialties in major duty areas that are, in general, consistent with expectations based on the WIN team guidelines. Thus, it appears that members of each position have a highly consistent view of the special duty areas in which they are to perform and are endeavoring to do so.

The findings regarding diversity of staffing patterns, coupled with the findings that relative time scores over the ten job duty areas do show different characteristic patterns for each of the five basic team positions, emphasize the importance of determining how a team's total effort is influenced by differences in staffing pattern. For example, when a team does not have a job developer, how do the other team members perform in their own specialties and also in those of the missing job developer? Or, if a team has a job developer, is his time sufficiently focused on his speciality tasks to permit their accomplishment, or is his time bled away by a variety of other tasks competing for his attention that would be considered lower in priority?

In addition to identifying duties and tasks performed, the method of job analysis used in the present study provides estimates of the relative level of effort expended in these areas by each of the team members. Thus, this method provides a frame of reference for studying the level of effort expended by the team in specific job activities and the way this effort is distributed among the various team member positions.

Analyses to study the effects of differences in team staffing will be carried out as part of the larger analyses planned for Phase 2 of this study. The Phase 2 analyses will explore the relationships between team composition variables, duty performance styles derived from the job activities inventory data, style of decision making, and enrollment and termination statistics. The objectives of these analyses are to allow the development and comparison of a number of alternative models of team functioning for use in developing the final study recommendations regarding team staffing, job position descriptions, and in-service team training outlines. Results of these analyses, the recommendations for staffing and job position descriptions, and the in-service team training outlines will constitute the Phase 2, final study report.

Figures Page

3-1 Percent of Job Position Respondents in Each Office-Type Category Who Received In-Service Training Relevant to WIN Duties 30
3-2 Relative Distribution of Time Over 10 Duty Areas for Average Team in Each Office-Type Category 33
3-3 Comparison of Each Team's Relative Time Scores With Equal Time Reference Points for 10 Duty Areas: Office Type I 34
3-4 Comparison of Each Team's Relative Time Scores With Equal Time Reference Points for 10 Duty Areas: Office Type II 34
3-5 Comparison of Each Team's Relative Time Scores With Equal Time Reference Points for 10 Duty Areas: Office Type III 35
3-6 Comparison of Each Team's Relative Time Scores With Equal Time Reference Points for 10 Duty Areas: Office Type IV 35
3-7 Comparison of Each Team's Relative Time Scores With Equal Time Reference Points for 10 Duty Areas: Office Type V 36
3-8 Relative Time Scores in the 10 Duty Areas for the Five Office Types: Coaches 41
3-9 Relative Time Scores in the 10 Duty Areas for the Five Office Types: Counselors 41
3-10 Relative Time Scores in the 10 Duty Areas for the Five Office Types: Job Developers 42
3-11 Relative Time Scores in the 10 Duty Areas for the Five Office Types: Work-Training Specialists 42
3-12 Relative Time Scores in the 10 Duty Areas for the Five Office Types: Clerical 43
3-13 Relative Time Scores in the 10 Duty Areas for Office Types I, II, III: Team Supervisors 43

Tables

2-1 Location and Estimated Number of WIN Teams for 46 States 10
2-2 Location and Estimated Number of WIN Teams in Final Pool of 43 States 11
2-3 Final Sampling Categories: Number of Team Locations, States in Each Category, and in On-Site Data Collection 12
2-4 Office-Type Locations Where Data Were Collected On-Site 13
3-1 Team Staffing Patterns 19
3-2 Number of Teams With One or More Staff in Indicated Job Position Category 20
3-3 Number of Occupants in Each Job Position Compared With Number Who Completed Work Activities Inventory 21
3-4 Respondents With Job Experience in Employment Service Prior to WIN Assignment . . . 23
3-5 Means and Standard Deviations by Office Type and Amount of Experience 24
3-6 Distribution of Respondents in Each Office Type 25
3-7 Team Distribution Based on Mean Number of Months Team Members Worked at Present Locations 26
3-8 Percent of Respondents in Each Office Type with Six Months or Less Experience at Present Location 27
3-9 Education of WIN Staff Respondents Summarized by Office Type Category 27
3-10 Education of WIN Staff Respondents Summarized by Job Position 28

Tables Page

3-11 Percent of WIN Staff Summarized by Office-Type Category Concerning In-Service Training . . . 29
3-12 Percent of WIN Staff Summarized by Job Position Concerning In-Service Training . . . 29
3-13 Description of Major Duty Areas From Job Activities Inventory With Number and Percent of Total Task Statements Contained in Each Duty Area . . . 31
3-14 Relative Distribution of Time Over the 10 Duty Areas for Average Team in Each Office-Type Category . . . 33
3-15 Distribution of Relative Time Estimate Means Over Duty Areas for Each Job Position: Office Type I . . . 38
3-16 Distribution of Relative Time Estimate Means Over Duty Areas for Each Job Position: Office Type II . . . 38
3-17 Distribution of Relative Time Estimate Means Over Duty Areas for Each Job Position: Office Type III . . . 39
3-18 Distribution of Relative Time Estimate Means Over Duty Areas for Each Job Position: Office Type IV . . . 39
3-19 Distribution of Relative Time Estimate Means Over Duty Areas for Each Job Position: Office Type V . . . 40
3-20 Areas of Duty Specialization in the Five Basic Team Member Job Positions . . . 44
3-21 Distribution of Score Intervals for Tasks Usually Performed in Each Job Position . . . 46
3-22-A Task Statements: Duty Area 1 . . . 47
3-22-B Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform: Duty Area 1 . . . 47
3-23-A Task Statements: Duty Area 2 . . . 50
3-23-B Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform Duty Area 2 . . . 50
3-24-A Task Statements: Duty Area 3 . . . 52
3-24-B Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform: Duty Area 3 . . . 52
3-25-A Task Statements: Duty Area 4 . . . 54
3-25-B Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform: Duty Area 4 . . . 54
3-26-A Task Statements: Duty Area 5 . . . 57
3-26-B Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform: Duty Area 5 . . . 58
3-27-A Task Statements: Duty Area 6 . . . 60
3-27-B Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform: Duty Area 6 . . . 60
3-28-A Task Statements: Duty Area 7 . . . 63
3-28-B Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform: Duty Area 7 . . . 63
3-29-A Task Statements: Duty Area 8 . . . 65
3-29-B Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform: Duty Area 8 . . . 65

Tables Page
3-30-A Task Statements: Duty Area 9 67
3-30-B Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform: Duty Area 9 67
3-31-A Task Statements: Duty Area 10 69
3-31-B Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform: Duty Area 10 69

Analyses of WIN Team Functioning and Job Requirements

Phase I: Duties and Tasks Performed by Teams and Team Members

Chapter 1

INTRODUCTION

BACKGROUND

The Work Incentive Program (WIN) was established on the basis of amendments made in 1967 to the Social Security Act, under Part C, Title IV. The objectives of WIN are to provide the necessary services and opportunities to enable potentially employable recipients of Aid to Families with Dependent Children (AFDC) to gain economic independence for themselves and their families. To this end, the WIN program was designed to make available, on an individual basis, vocational planning, education, training, and job-placement services, while at the same time providing social supportive services necessary to enable the welfare recipient to participate.

The Department of Labor (DOL) and the Department of Health, Education and Welfare (HEW) share administrative responsibility for the WIN program. The United States Training Employment Service (USTES) is the agency within DOL responsible for developing and administering the program. WIN is sponsored and administered at the state level by the State Employment Service and is staffed and conducted at the community level by the local Employment Services office.

Guidelines for the administration, staffing, and operation of the program at the state and local level are provided by DOL in cooperation with HEW. Staffing guidance provided the WIN sponsors outlines the position of WIN Program Director at the State level, a Technical Supervision Staff and Administrative Management Staff at an area level, and a local staff consisting of five basic positions—counselor, job developer, work-training specialist, coach, and clerk-stenographer. This local staff is referred to as the WIN team. The effective functioning of this team is considered central to the success of the WIN program in achieving its objectives.

WIN has been described as an outgrowth of "earlier efforts to introduce the concept of occupational rehabilitation as a solution to the problems of welfare recipients" (1). Experience gained from the Community Work and Training Program, and the subsequent Work Experience and Training Program, as well as other regular manpower programs is cited as having led government planners to the view that these earlier efforts were not able to provide the scope of social and manpower services necessary to effectively assist the welfare recipient.

The WIN program envisions making available a full range of employability development services including vocational planning and counseling; education; job training in an institutional or work-experience setting; job placement; and post-placement follow-up. Concurrent with these services, the program calls for the provision of social supportive services necessary to enable the welfare recipient to participate and develop his vocational skills. These services include, in addition to continued welfare services and assistance payment, a WIN incentive payment during training, reimbursement for transportation, special training expenses and child-care, and assistance in dealing with problems which may arise that would interfere with the enrollee's continued participation in the program.

In addition to a broader scope of services than in earlier efforts, delivery of services in the WIN program is expected to focus on the individual enrollee and, by utilizing these services in a flexible fashion, tailor plans and services to deal with each enrollee's needs. The WIN team is responsible for working directly with the enrollee to accomplish these objectives.

Actual enrollment of AFDC recipients in WIN began in October 1968. As implementation of the program proceeded, it became increasingly important to determine how the WIN team concept was faring in practice under the varying conditions found in different localities. By July 1969, 38 states and the Trust Territories were participating and the monthly enrollment level had risen to 62,000 (2); by July 1970, when information regarding office location and staffing was solicited for this study, WIN programs had been funded in all but one state (3) and the enrollment level had risen to approximately 90,000 (4).

The WIN program required a restructuring within the Employment Services to provide a system for implementing the broader goals of this program. It also required the development of specialized working relationships with welfare and community resource groups at a level of coordination that had not previously existed. The significance of these changes was expected to apply with particular force to staff assigned as WIN team members. These staff members had both a new system of services to provide and a new system of working relationships to develop, in order to accomplish the type of delivery of services envisioned by the WIN team concept.

DESCRIPTION OF THE WIN TEAM CONCEPT

Description of the WIN team concept will be approached from three perspectives: (a) a staffing pattern (one person for each of five specialized positions); (b) a staffing ratio (the number of enrollee slots required for the staffing of a five-member team); (c) a model for the method of organization and style of functioning of the staff.

STAFFING PATTERN AND TEAM COMPOSITION

WIN guidelines described a basic staffing pattern for the team consisting of one counselor, one job developer, one work and training specialist, one coach, and one clerk-stenographer.

In addition, local offices were urged to establish one to three pre-professional aide slots. These were to be on-the-job (OJT) training slots to be filled by enrollees who would be trained to assist the coach in establishing rapport and maintaining contact with the other enrollees. Since these positions are not part of the regular staffing pattern, they will not be considered in the present discussion.

The major duties described in the WIN Handbook[1] for each of the five basic team member positions are summarized as follows:

Counselor. Counselors are expected to provide the full array of professional, vocational, and personal counseling services; to establish realistic employability plans for individual enrollees utilizing test results and other data available; and to act as coordinator and integrator of all team services provided.

Job Developer. This position was originally listed as "manpower specialist," but is now more commonly referred to as "job developer." The person in this position is expected to work with the counselor as well as the outside employer and training agencies for the purpose of identifying and developing training situations needed to implement the employability plans of individual enrollees; to supervise and monitor these training situations to ensure that they meet program standards; and to provide job development and placement services, or, if these services are provided by the Employment Services (ES) regular staff, to coordinate these services for the team's enrollees.

---

[1] "Work Incentive Program (WIN) Handbook," Department of Labor, Manpower Administration, Washington, July 1968.

Work and Training Specialist. This person is to act as an expeditor of all services needed by enrollees, and is to see that needed services are actually provided. He is responsible for development of group activities dealing with work orientation subjects, such as how to get and hold a job; he assists the counselor by assisting enrollees with problems that do not require referral to the counselor; he works with the job developer by serving as job development and placement coordinator for a portion of the team's caseload.

Coach. This position is described as a pre-professional position. This person is expected to provide continuity to the relationship between the team and the individual enrollee during his enrollment. The coach is expected to be the team member to whom the enrollee directly relates and the one the enrollee identifies as his immediate contact in the event of problems. The coach maintains follow-up contacts with the enrollee and the enrollee's supervisor throughout training; he assists the enrollee in resolving minor problems that may arise and refers more difficult ones to the work and training specialist or the counselor; he is expected to conduct sessions dealing with areas such as interpersonal relations, grooming, or money management, and participates in group counseling sessions.

Clerk-Stenographer. The WIN Handbook does not describe the duties of the clerk-stenographer. It assumed that the individual in this position is expected to provide general administrative and clerical assistance.

These general duty descriptions summarized from the WIN Handbook suggest that the counselor, job developer, and coach are each expected to represent a different area of competency in the delivery of manpower services. The work and training specialist is apparently expected to have at least an assistant's level of competency in both the counselor's and the job developer's areas in addition to his role as a general expeditor of all services. Effective implementation of the WIN team concept is predicated on filling all the functions involved in this staffing pattern, if the team is to expend the level of effort in each of the specialty areas assumed necessary to achieve program goals.

In some instances certain WIN services are not directly provided by the team members. For example, job development services for the team's enrollees may be provided by the regular Employment Service staff or contracted to another manpower agency. Unless the team interacts very closely with the job development agency, it seems likely that some of the ability to tailor employability plans to the individual would be lost.

Thus, in reviewing implementation of the WIN team concept, staffing pattern and the identity and scope of the services provided by the team as a unit are of direct importance.

STAFFING RATIO

As suggested earlier, factors which affect team staffing pattern would be expected to have a direct influence upon the effectiveness of implementation of the team concept. The five team member positions described earlier, staffed at the rate of one person per position, represent the basic staffing pattern for the WIN team. The upper caseload limit for such a team was originally set at 200 enrollees. When arrangements were made for the data collection in this study, staffing for WIN teams was, in most areas, still based on a ratio of one team per 200 authorized enrollee slots.

Use of the 1-200 ratio to determine the number of members on a team in a given office directly affects the manner in which the WIN team concept is implemented in that office. The general practice has been that, if a local community office is authorized 100 enrollee slots, it will be authorized a partial team staff, consisting of two or three members. Information obtained in the course of setting up sampling procedures for the present study indicated that out of a total of 293 "one-team" office locations, 106 (36%) were staffed with less than a full team.

STYLE OR MODE OF TEAM FUNCTIONING

The team staffing pattern reflects the manpower specialties considered basic to providing the range of services which come within the scope of the WIN program. A major emphasis in the team concept is the manner in which the team utilizes these services to benefit the enrollee, with the key feature being the tailoring of employability development plans to the needs of each enrollee.

Since *all* team members are involved in some aspect of the development, enactment, and periodic reassessment of these plans, the requirement for individual tailoring to the needs of the particular trainee imposes a requirement for closely coordinated job performances by team members, focusing on the individual enrollee throughout his span of enrollment. This coordinated team model is in contrast to the traditional specialized staff section model in which each section is set up to be independent in terms of the sensing, processing, and action required to carry out its own function and the enrollee is sent from one section to another. It is this specialized staff-type of functioning that is being replaced by the WIN team concept.

STUDY OBJECTIVES AND SCOPE OF THIS REPORT

The present study was undertaken to provide a detailed, systematic analysis of team and team member functioning in relation to the WIN team concept.[1] This information would provide a basis for recommendations and decisions regarding needed revisions of team guidelines, staffing provisions, and areas for in-service training.

Because of the scope of the data collection and analyses required, this study was divided into two phases. The objectives of the full study are to:

(1) Analyze and and describe how the WIN staffs function in the team context.

(2) Analyze and describe how decisions are made with respect to the individual enrollee.

(3) From these analyses, make recommendations for the further development and articulation of the WIN team concept—including team-member job descriptions, job entry level knowledge and skill requirements, training objective outlines for in-service team training, and potential criteria for future use in evaluating team effectiveness.

The material presented in this report represents findings from Phase I of the study. Completion of this phase included instrument development, data collection, and the data analyses necessary as a basis for Phase II.

This report describes the team staffing patterns and the experience, education, and training backgrounds of the staffs of 51 WIN teams. Current team functioning is described for these teams in terms of the proportion of their time devoted to the major duty areas identified in the Job Activities Inventory (JAI). In addition, performance in each of the five basic team member positions is described in terms of the proportion of time spent on the various duties and tasks performed. Performance of the respondents of each of these basic team member positions in tasks directly involved in caseload decision making will also be identified and discussed.

---

[1] In December 1970, when data collection for this research was initiated, program experience at the state level ranged from approximately six months to two years.

Phase II will utilize the findings, supplemented by interview data and data from a separate mail questionnaire, to develop profiles of team and job position functioning based on factors such as differences in team staffing patterns and experience level of the team. In addition, the Phase II report will also present recommendations regarding model job descriptions, entry level knowledge and skill requirements, training objectives for in-service training, and criteria of potential use in evaluating team effectiveness.

Chapter 2

DESIGN OF THE RESEARCH

SELECTION OF RESEARCH PARTICIPANTS

The objectives of this study called for a nationwide sampling of WIN teams, drawn to be representative of the operational conditions under which the teams function. In addition, there was interest in being able to make comparisons between team practices under the different operational conditions specified. Then, too, time and cost factors required that consideration be given to the nature of the geographical dispersion of teams selected for data collection by means of on-site visit.

Requirements for the full study involved two samples: The first, and of direct concern to this report, was a sample of up to 50 WIN teams from which data were to be collected during on-site visits. The second, the data for which will be reported in Phase II, was to provide a supplementary mail questionnaire sampling. The basic control measures imposed on the two samples were identical. However, the methods followed in drawing the samples were different.

Because of the wide variations among states in the way office locations were distributed when classified in terms of the control measures, time and cost considerations became paramount for the on-site visit sample. Therefore, a directed selection procedure was used in identifying states for participation in the on-site visit sample. In contrast, a random selection procedure was used to identify states for participation in the mail questionnaire sample. Since these latter data are to be presented in a subsequent report, description of the specific procedures used will be reserved for that report while this discussion will focus on the 51 teams which form the data base for the present description of team and job position functioning.

BASIC CONTROL FACTORS

The two basic control factors imposed in classifying team locations for data collection were (a) number of WIN teams at a given location and (b) population-size characteristics of the surrounding community. Number of teams operating out of a given location was considered important on the basis of likely differences in organizational climate of the office. In addition, it was considered likely that differences in state policies regarding Welfare and Employment Service activities could result in state differences in organizational climate of offices. This latter factor was controlled by imposing restrictions on the number of offices and teams per office to be selected from any one state and will be discussed later in connection with the actual selection procedure.

Information available indicated that the staffing ratio (number of team staff assigned per number of enrollee slots) could be considered as uniformly applied across the nation. Thus, the number of WIN team staff employed by a given project could be estimated with reasonable accuracy from knowledge of the number of enrollee slots for which the project was funded. The project sponsor, however, determines how the team staff is physically distributed within the project area.

It was expected that as the number of teams located at the same physical location increased, there would be greater likelihood of some of the staff being split off from teams to form specialized service sections providing their services for all teams' enrollees. Regardless of the extent to which this occurs, it seemed likely that the general organizational climate of the office housing several WIN teams would impose different administrative and supervisory conditions upon a given team than would be found in the single-team office. For these reasons, it was decided to categorize WIN office sites within each state into three subgroups based on number of teams working out of the same physical location. The categories used for this purpose were: single-team offices; two-to-three-team offices, and, four-or-more-team offices.

The second control factor imposed in classification of team locations concerned population-size characteristics of the surrounding community. It was assumed that variations in community characteristics would impose differential operational conditions upon the WIN team. For example, the team must cope with either transporting the enrollee to where he can obtain the services, or, as in some of the sparsely populated areas, transporting services to where groups of enrollees can obtain them.

The training and employment resources the community has to offer would be among other variations in community characteristics that would be expected to impose important differences in the conditions under which teams operate. The team functioning in a community dependent on a single industry, such as agriculture or tourism, would face different operational conditions than would a team functioning in a community with varied retail, service, and manufacturing industries. To actually identify and classify WIN project areas by these types of community characteristics required detailed information by project areas that was not readily available and, quite likely, the generation of a special classification scheme.

Lacking a well-defined system, it appeared reasonable to assume that at least some of the community characteristics expected to differentially affect conditions under which the teams operate would be associated with population of the community. Therefore, team locations were classified into one of three population-size categories: rural or small urban; small Standard Metropolitan Statistical Area (SMSA), and large SMSA. Rural and small urban were defined as any city or town location of under 50,000 population which is not included in an SMSA. City or towns located within an SMSA were classified on the basis of the population for the SMSA. SMSA's with under 250,000 population were labeled "Small SMSA's," while those with populations of 250,000 or more were labeled "Large SMSA's." The tables used for these purposes were Bureau of the Census abstracts for metropolitan area statistics with population figures dated July 1966.

WIN OFFICE LOCATION CATEGORIES

With the cooperation of the 10 Regional Manpower Administrators and the state sponsors, information was obtained from each state identifying the separate WIN office locations within the state and the WIN team staffing at each location. This information reflects team locations and staffing as they existed July to August, 1970. For purposes of this study, it was necessary to exclude Hawaii, Alaska, and the Trust Territories from consideration for site visits. New Hampshire had not yet initiated WIN projects and Indiana was in the process of setting up projects.

Information obtained from the remaining 46 states is shown in Table 2-1, the upper half of which shows the number of WIN team locations classified by number of teams at each location and by population size of the surrounding community. Of the 399 office locations in these 46 states, 73% (293) were staffed with one team or a partial team. (As

Table 2-1

Location and Estimated Number of WIN Teams for 46 States[a]

A. Number of WIN Team Locations

Team Staffing Level	Population of Community				
	Rural to Small Urban[b]	Small SMSA[c]	Large SMSA[d]	Total	Percent
Partial or One Team	133	51	109	293	73
Two-Three Teams	10	6	59	75	19
Four or More Teams	1	0	30	31	8
Total	144	57	198	399	
Percent	36	14	50		100

B. Estimated Number of WIN Teams

Team Staffing Level	Population of Community				
	Rural to Small Urban	Small SMSA	Large SMSA	Total	Percent
Partial or One Team	133	51	109	293	45
Two-Three Teams	20	13	137	170	26
Four or More Teams	5	0	186	191	29
Total	158	64	430	654	
Percent	24	10	66		100

[a] July-August 1970.

[b] Rural to Small Urban: City of under 50,000 not included in Standard Metropolitan Statistical Area (SMSA).

[c] Small SMSA: SMSA under 250,000.

[d] Large SMSA: SMSA over 250,000.

reported in the Introduction, 36% of the 293 partial or one-team offices were described as partial teams, that is, fewer than five members).

It can also be seen in Table 2-1 that office locations staffed with more than one team tend to occur primarily in the large SMSA community. The lower portion of the table shows how the estimated number of teams are distributed in using this two-way classification of office locations. Thus, in the upper part of Table 2-1 it was seen that 73% of the office locations were staffed at the level of one team or less. In the lower part of the table we see that these same office locations account for 45% of the WIN teams in the 46 states.

A high proportion (83%) of the office locations reported by Washington, Oregon, and Idaho were staffed with less than a full team and the majority were dispersed among the small rural towns. The time and costs of sampling from the few remaining towns were considered too expensive to be warranted, so these states were removed from the pool of states to be considered.

The distribution of office locations and of number of teams in each subcategory is shown in Table 2-2 for the final pool of 43 states. Following examination of Table 2-2 it was decided to omit four of the table's nine cells from consideration for sampling. These four cells are the "two-to-three" team office locations and the "four or more" team office locations for the Rural or Small Urban area, and the "two-to-three" team office locations for the Small SMSA. The five remaining cells, referred to as Office Types I through V, are listed in Table 2-3. Entries in Table 2-3 show the number of team locations in each office type, the actual number of states (out of the pool of 43) that have one or more such locations in the given office type, and the number of states represented in the final on-site data collection.

Table 2-2

Location and Estimated Number of WIN Teams in Final Pool of 43 States

A. Number of WIN Team Locations

Team Staffing Level	Population of Community				
	Rural to Small Urban[a]	Small SMSA[b]	Large SMSA[c]	Total	Percent
Partial or One Team	98	48	103	249	71
Two-Three Teams	10	6	55	71	20
Four or More Teams	1	0	30	31	9
Total	109	54	188	351	
Percent	31	15	54		100

B. Estimated Number of WIN Teams

Team Staffing Level	Population of Community				
	Rural to Small Urban	Small SMSA	Large SMSA	Total	Percent
Partial or One Team	98	48	103	249	41
Two-Three Teams	20	13	128	161	27
Four or More Teams	5	0	186	191	32
Total	123	61	417	601	
Percent	21	10	69		100

[a] Rural to Small Urban: City of under 50,000 not included in Standard Metropolitan Statistical Area (SMSA).

[b] Small SMSA: SMSA under 250,000.

[c] Large SMSA: SMSA over 250,000.

Table 2-3

Final Sampling Categories: Number of Team Locations, States in Each Category, and in On-Site Data Collection

Sampling Categories	Number of Team Locations	Number of States in 43-State Pool	Number of States in Final On-Site Visit
Office Type I Rural or Small Urban[a] Partial or One Team	98	29	10
Office Type II Small SMSA[b] Partial or One Team	48	25	11
Office Type III Large SMSA[c] Partial or One Team	103	31	11
Office Type IV Large SMSA Two to Three Teams	55	19	10
Office Type V Large SMSA Four or More Teams	30	15	9

[a] Rural to Small Urban: City of under 50,000 not included in Standard Metropolitan Statistical Area (SMSA).

[b] Small SMSA: SMSA under 250,000.

[c] Large SMSA: SMSA over 250,000.

SELECTION OF DATA COLLECTION SITES

This research called for data to be collected during site visits to approximately 50 teams. For purposes of this study we wanted an equal number of teams in each office type, or, 10 teams per office type. Since state policies would be expected to influence team staffing and style of operations we did not want a single state to be represented by more than one office location or one team in any given office-type category. As a result of these and time and cost considerations, it was decided first to identify states for the on-site data collection by selecting those that would form the smallest number of states required in order to obtain the 10 teams for each office type, with the further restriction that not more than one team of the same office type be included from a given state. This resulted in a list of 15 states. By the time data-collection arrangements were finalized, one state had to be deleted because of inability to participate, and three other states were added, for a total of 17.

Table 2-4 presents the final list of states identified for data collection by means of site visits. Entries in this table show the full number of office locations within the given state for each type of location from which we wished to obtain data. As will be noted, in many cases there was only one office location of the given type within that state; where there was more than one, the location for data collection was chosen through random selection procedures.

Table 2-4

Office-Type Locations Where Data Were Collected On-Site[a]

Location	Office Type I	Office Type II	Office Type III	Office Type IV	Office Type V
California	–[b]	4	7	14	–
New Jersey	2	1	4	1	1
Ohio	4	3	7	3	1
Alabama	1	1	1	1	0[c]
Louisiana	1	2	2	1	0
Massachusetts	2	6	13	3	0
Colorado	13	0	4	–	1
Kentucky	6	1	1	0	1
Pennsylvania	4	2	19	0	1
New York	0	0	–	8	6
Illinois	0	1	–	2	2
Arizona	0	0	–	–	1
Tennessee	–	0	–	3	0
West Virginia	12	1	2	0	0
Iowa	1	3	3	0	0
Nebraska	0	–	0	1	0
Missouri	0	0	0	0	2
Total	46	25	63	37	16
Percent of locations in 43-state pool	47	52	61	67	53
Number of data collection locations	10	11	11	10	9

[a] Number of office locations of type from which one was selected to provide a team for data collection.

[b] – indicates that state had one or more office locations of that type, but were not identified for data collection.

[c] 0 indicates state did not have office locations of given type.

Totals at the bottom of Table 2-4 show the number of office locations of each type represented by the states from which we obtained office locations of the given type. These totals are also expressed as percent of the total number of such office locations in the overall pool of 43 states. Finally, the actual number of office locations at which data collection took place for each office type is shown in the bottom row of the table.

TEAM IDENTIFICATION FOR DATA COLLECTION

Once a local office location was identified, the next step was to identify the team from which data would be collected and the membership of this team. In the single-team offices the team identity was, of course, established once the office location was identified. For multi-team offices, a questionnaire was used to ask office supervisors to list, alphabetically by last name, the senior member of each team. They were then asked to identify for our data collection the team whose senior member's name appeared in a prescribed position on the list. One of four list positions—first, second, next-to-last, and last—had previously been entered on the questionnaire by the research staff. The particular list position entered on a given questionnaire was determined by random assignment.

After identifying the team (and the individual team members) that would participate in data collection, the supervisor was asked to review an accompanying list of major WIN team functions, and then to indicate whether any of the functions listed were normally performed for this team's enrollees by staff or agencies not identified as team members. If there were functions performed by nonteam members, the supervisor was asked to check the functions involved and to identify, in each case, a nonteam member who performed that particular function for the previously identified team's enrollees. In the remainder of the report, the nonteam members identified in this fashion will be referred to as "specialized services" staff.

The procedure just described permitted us two alternative definitions of a "team." The first definition is simply the names of the members identified by the office supervisor as constituting a "team." The second definition identifies a WIN team as the group which provides the full range of WIN services provided by that office to a common caseload of enrollees; this definition would identify a WIN team as those listed as team members plus representatives of any specialized services who normally provide certain caseload services for the same enrollees. This was considered important since it was not known to what extent certain WIN caseload services (e.g., orientation, job development, and placement) would be handled by the regular Employment Service staff or contracted to outside agencies.

DATA COLLECTION INSTRUMENTS AND PROCEDURES: An Overview

Following approval by each state sponsor for data collection at the proposed office locations, identification of the WIN team and final scheduling arrangements at each location were accomplished by means of the advance questionnaire referred to in the preceding section. A copy of this questionnaire is included in Appendix A. Scheduling was arranged so that up to two days would be available at each office location, to permit flexibility in accommodating data collection to the ongoing work schedules of team members.

Data collection at each office consisted of the following:

(1) An interview, based on a semistructured interview outline, was conducted with the WIN office supervisor. Purpose of the interview, which required about one hour, was to obtain information regarding the organizational structure and the staffing of the WIN portion of the office; office policies in assigning responsibility for caseload services; types of records kept on enrollee employability goals, failures, and achievements for a given team; WIN staff hiring requirements; and in-service training policies and practices. In addition, summary enrollment statistics were obtained for the particular team scheduled to participate in the research. These caseload activity figures (number referred to team, number terminated, and number currently enrolled) were intended for use as an index of the teams' caseload experience. The interviewer's outline and recording forms are contained in Appendix B.

(2) The Work Activities Inventory (WAI) was administered to each member or the previously identified team and, where applicable, to representatives selected from

specialized services staff. The inventory contains four separate sections: Background Information; Job Activities Inventory; and two team member interaction sections, Major Caseload Functions and Major Caseload Decision Areas. The WAI required from one to two hours to complete. A copy is contained in Appendix C.

(3) An interview requiring approximately one hour was conducted with the team leader or a senior member of the same team who responded to the WAI. The purpose was to obtain information regarding the ways in which the team functioned in making decisions and providing services to the client at various stages of the enrollment process. The semistructured interview was carried out in accordance with the interviewer's outline contained in Appendix D.

Data were collected at the 51 offices by seven members of the HumRRO research staff working concurrently at different office locations. Data collection was initiated the last week of December (1970) and scheduled for completion February 12 (1971). However, the necessity for rescheduling six office locations resulted in extending the data collection period until March 2.

DATA COLLECTION RELEVANT TO THIS REPORT

The two interviews and the two team-member interaction sections of the WAI were designed to provide coordinated data for use in developing descriptions of the dynamics of team decision making and functioning. Analyses of these data will be completed and utilized as described earlier in meeting the objectives of Phase II of this research. Further description of these instruments will be presented at that time. Data presented in this report are based on responses to the Background Information and Job Activity Inventory sections of the WAI.

DESCRIPTION OF THE WAI BACKGROUND INFORMATION SECTION

The Background Information section of the WAI contains 20 items aimed at providing information regarding the respondent's present Employment Service job classification, his present WIN team member position, months of experience in this position, months at present location, months as staff of the WIN program, prior job experience, educational background, and in-service training received relevant to his present job position.

Classification of individuals into team-member job positions in the analyses reported in the next chapter was based on individual responses to Item 7 of the Background Information section. Education, experience, and in-service training information were intended for use as classification variables in examining duties and tasks performed by job positions and teams.

DESCRIPTION OF THE JOB ACTIVITIES INVENTORY

The Job Activities Inventory (JAI) constitutes the major portion of the Work Activities Inventory. The JAI consists of 82 task statements classified into 10 major duty areas. The respondent was asked to first read through the full list of tasks and indicate with a check mark those tasks he or she personally performed as a normal part of the job. They were then asked to go back through the tasks they had checked and rate, on a 1 to 5 scale, the relative amount of time spent on the task under consideration, compared to the amount of time spent on each of the other tasks checked. These instructions are modeled after a relative time rating procedure described by Morsh and Archer (5).

A basic premise of the present study was that the major frame of reference to be used in studying implementation of the WIN team concept was that provided by the program concepts outlined in the WIN Handbook. Under this approach, duties and tasks comprising the JAI are developed to represent a detailed outline of the model for WIN team functioning. Thus, the first step is that of identifying the major duties or functions the team is expected to perform; the next step is identifying the major tasks essential to the accomplishment of each major duty. Once the classification of major duties is considered acceptable, the criterion for inclusion or exclusion of tasks becomes the decision as to whether or not different task statements represent separate activities that are generally essential to the accomplishment of the duty area. To the extent that these judgments are correct, then the number of task statements in a given duty area reflects the number of distinguishable activities necessary to accomplish the duty performance.

Following the above rationale, the orientation of the JAI is toward the duties and tasks the team is expected to perform rather than toward development of detailed descriptions for each presently identified job position. Thus, in looking at the final data, two questions arise: (a) Which of these duties and tasks, considered important to the WIN team concept, are performed by one or more members of the team? (b) Of the duties and tasks performed by the team, what is the contribution of each of the current five job positions?

Duty areas and task statements for the JAI were developed primarily from a detailed screening of the WIN Handbook. Descriptions were written of each separate activity that was expected to be performed at the team staff level. These statements were then reviewed by the research staff and grouped into tentative duty area clusters. Through the cooperation of the California State WIN sponsor, permission was obtained to discuss and review these statements and their tentative duty cluster identifications with staffs of two WIN offices—a five-team office in a large SMSA and a single-team office in a small SMSA. As a result of these reviews, revisions were made in duty area identifications and task statements.

A tryout form which also included the relative time rating instructions was then constructed. Again, with the cooperation of the California WIN sponsor, this inventory and tentative forms of the other data collection techniques were administered at two office locations. One location was the same five-team site, but with different staff, that assisted in the initial review; the second location was a one-team site in a rural community. Interview discussions were held with team members and supervisors following both of these administrations. Revisions indicated by these reviews were primarily a matter of clarifying wording rather than adding to the task statements. Therefore, following these revisions the JAI was printed in its final form.

SCORING AND ANALYSIS OF RESPONSES TO THE JAI

Each individual's JAI was scored by adding the numerical values of the relative time ratings he awarded to tasks performed. The relative time rating for each task was then expressed as its percentage of the total ratings for all tasks performed. The percentage scores for each task performed will be referred to as the individual's percent of total time scores for the given task.

Since an individual's percent of total time scores add to 100%, percent of total time scores for duty areas can be obtained by adding up the percent of total time scores for the individual tasks performed by that person within that duty area.

Estimates of the relative amount of time expended by the team as a whole in a given task or duty area were obtained by summing the respective task or duty area scores for all members of the team and dividing this sum by the total number of team members. Similarly, by grouping individuals by job position, estimates were made of the relative amount of total time expended by that job position in performing the particular task or duty area. In this report these data will be presented by team, by the average for teams within an office-type category, and by job position within each office-type category.

Chapter 3

RESULTS AND DISCUSSION

DESCRIPTION OF WIN TEAM STAFFING

TEAM STAFFING PATTERNS

The variety of staffing patterns necessary to describe team composition by job position for the 51 teams observed in this research is shown in Table 3-1. The patterns are based on information obtained from the office supervisors at the time of the data collection visits. They include all team member positions as classified in this research with the exception of the team supervisor position, which was excluded from consideration because individuals in that position do not normally perform the caseload services associated with any one of the team job positions.

The patterns in Table 3-1 are grouped in terms of the number of team positions staffed; these groups are further subdivided in terms of the identity of the positions staffed. The table lists a total of 15 staffing patterns, ranging from a single six-position pattern to the two variants of the two-position patterns.

The right side of Table 3-1 shows the number of teams in each office-type category that were staffed in each of the 15 staffing patterns. While the basic five-position pattern (excluding orientation specialist) occurred most often, it included only 45%, or 23, of the 51 teams studied.

The figures at the bottom of Table 3-1 show the number of patterns in which each job position is represented and the number of patterns represented among the teams observed in each office-type category. It will be noted that counselors are the most regularly represented (14 out of 15 patterns), with the coaches and job developers next (11 out of 15 patterns each). The diversity of team staffing patterns is illustrated by the figures in the bottom of the right side of the table which show the number of staffing patterns represented among the teams in each office type.

Eight staffing patterns were represented among the 10 teams observed in Office Type I; six staffing patterns among the 11 teams in Office Type II, as well as the 11 teams in Office Type III; four patterns among the 10 teams of Office Type IV; and seven patterns among the nine teams observed from Office Type V.

The majority of teams from each of the five office types had either a four- or a five-position staffing pattern. Looking at the five-position staffing patterns in Table 3-1, it can be seen that the coach, counselor, and job developer are consistently represented with the variations being among the other three job positions. In the four-position patterns, only the counselor is consistently represented. However, a check of the number of teams having each of the four-position patterns shows that omission of the coach is unique to one pattern, and this pattern is represented by only one team. Thus, on the four-position teams the most consistent staffing is for the coach and counselor positions. The third position most consistently staffed is the clerical position. The fourth position staffed is as often the job developer as it is the work-training specialist.

The diversity of staffing patterns raises questions such as: Does a WIN team perform the same duties and tasks, accomplish the same caseload functions, regardless of how it is staffed? Do some of these differences in team staffing pattern reflect efforts to

Table 3-1

Team Staffing Patterns

Pattern Type	Team Member Job Position						Number of Teams With Staffing Pattern					
	Coach	Counselors	Job Developers	Work-Training Specialist	Clerical	Orientation Specialist	Office Type I	II	III	IV	V	Total
6 Position												
6.0	X	X	X	X	X	X	1	0	0	2	0	3
5 Position												
5.0	X	X	X	X	X		3	5	5	5	2	20
5.1	X	X	X	X		X	0	1	0	0	0	1
5.2	X	X	X		X	X	0	1	1	0	1	3
4 Position												
4.0	X	X	X	X			0	0	1	0	1	2
4.1	X	X	X			X	1	1	0	0	0	2
4.2		X		X	X	X	1	0	0	0	0	1
4.3	X	X	X		X		1	0	2	1	2	6
4.4	X	X		X	X		1	2	0	2	1	6
3 Position												
3.0	X	X	X				0	0	1	0	0	1
3.1			X	X	X		1	0	0	0	0	1
3.2	X	X		X			0	1	0	0	0	1
3.3		X	X	X			0	0	1	0	1	2
2 Position												
2.0		X	X				1	0	0	0	0	1
2.1	X	X					0	0	0	0	1	1
Total Teams	46	50	42	37	40	10	10	11	11	10	9	51
Total Patterns	11	14	11	9	7	5	8	6	6	4	7	15

differentially tailor the nature of the services provided? In addition to the analyses of job activity data presented in this report, the answers to these questions will require the further analyses of data to be accomplished in Phase II.

SUMMARY OF JOB POSITIONS STAFFED AND LEVEL OF STAFFING

The number of teams whose staff included one or more of each of the seven team-member job positions is presented in Table 3-2. The lower portion of this table summarizes the number of teams that utilize specialized services staff (non-team members) to accomplish delivery of some of the caseload functions. The first summary column on the right side of the table gives the total number of teams staffing each team member position, and in the lower portion, the number of teams utilizing specialized services staff; the second summary column gives the total number of occupants in each team-member job position. Comparison of the two columns indicates that multiple occupancy of team-member job positions is not frequent. Specific tallies made indicate that of the 46 teams that have coaches, nine have more than one; of the 50 teams staffed with counselors, 11 have more than one. The close correspondence of number of teams and total number of occupants for each of the remaining team job positions completes the general impression that the number of team members and number of different job positions staffed on each team generally occur in a one-to-one correspondence.

The lower part of Table 3-2 indicates that most of the WIN teams are expected to provide all of the WIN caseload functions for their group of enrollees. The major exception to this occurs in Office Type V (large SMSA: four or more teams in same office).

Table 3-2

Number of Teams with One or More Staff in Indicated Job Position Category

Job Position	Office Type					Totals	Total Occupants
	I	II	III	IV	V		
	10 Teams	11 Teams	11 Teams	10 Teams	9 Teams	51 Teams	
A. Team Members							
Coach	7	11	10	10	8	46	60
Counselor	9	11	11	10	9	50	62
Job Developer	8	8	11	8	7	42	45
Work-Training Specialist	7	9	7	9	5	37	42
Clerical	8	8	8	10	6	40	40
Orientation Specialist	3	3	1	2	1	10	12
Team Supervisor/Leader	5	5	4	1	0	15	15

	Office Type					Totals	
	I	II	III	IV	V		
B. Specialized Services Staff							
Orientation	0	1	0	1	3	5	a
Other	0	0	0	0	5	5	a

[a] Total occupant figures are not given for the Specialized Service Staff since these represent extra-team resources. In this data collection interest was centered only in obtaining one representative from each different specialized service.

STAFF REPRESENTATION IN THIS DATA COLLECTION

Table 3-3 presents the number of occupants staffing the various team-member job positions and, of these, the number obtained as respondents to the WAI. The lower part of the table presents incidence and number of specialized (non-team member) services staff required for our objectives and, of these, the number of representatives from whom data were obtained. The number of team members staffing each of the 51 teams and the incidence and number of specialized services staff required for the research objectives are based on information obtained from the office supervisor at the time of the data collection visit. The distribution of team member occupants over job positions, as shown in Table 3-3, is based on the job position information given by the individual in response to Item 7 of the Background Information (BI) section of the WAI. Classification of team

Table 3-3

Number of Occupants in Each Job Position Compared with Number Who Completed Work Activities Inventory

Job Position	Office Type					Job Position Totals
	I	II	III	IV	V	
A. Team Members						
Coach						
Occupants	8	17	13	13	9	60
Respondents	8	17	12	12	8	57
Counselor						
Occupants	12	11	14	13	12	62
Respondents	11	11	14	13	12	61
Job Developer						
Occupants	8	8	13	9	7	45
Respondents	8	8	13	7	7	43
Work-Training Specialist						
Occupants	8	10	8	10	6	42
Respondents	8	10	8	10	6	42
Clerical						
Occupants	8	8	8	10	6	40
Respondents	6	8	8	9	6	37
Orientation Specialist						
Occupants	4	4	1	2	1	12
Respondents	3	3	1	1	0	8
Team Supervisors						
Occupants	5	5	4	1	0	15
Respondents	5	5	4	1	0	15
B. Specialized Services Staff						
Orientation						
Sections	0	1	0	5	3	9
Respondents	0	0	0	5	3	8
Other						
Sections	0	0	0	0	10	10
Respondents	0	0	0	0	10	10
Office-Type Totals						
Team Members						
Occupants	53	63	61	58	41	276
Respondents	49	62	60	53	39	263
Specialized Services Staff						
Sections	0	1	0	5	13	19
Respondents	0	0	0	5	13	18

members or specialized services staff from whom we were unable to get WAI data is based on the office supervisor's information.

A comparison of the number of occupants and number of respondents for each of the cells in Table 3-3 identifies the missing data by job position and office type. Of the total of 276 team members, we were able to collect data from 95%, or 263. Three of the 13 from whom data were not collected were new employees who had been on the job less than one month; one person refused to respond, and the remainder were either ill or on vacation. The same response rate occurred for the 19 specialized services staff from whom we were able to collect data—95%, or 18. The one from which data were not collected was a contract agency which had, at the time of visit, conducted only one orientation class for the particular team's enrollees.

The 13 cases of missing team member data are distributed over 11 teams—two teams, one in Office Type I and the other in Office Type IV, having two cases each. Since there are only a few missing cases, and they are distributed thinly over job positions, teams, and office types, the effects of their absence on the descriptive analyses to be presented in this report are considered negligible.

JOB EXPERIENCE, EDUCATION, AND TRAINING OF WIN STAFF

Job experience information reported is based on answers to three questions: (a) Did the respondent work for the Employment Services (ES) prior to his assignment to the WIN staff? (b) How long has the respondent been working as a WIN staff member? (c) How long has the respondent been a WIN staff member at his present office location?

Distribution of Staff With Employment Service Job History

Since the WIN Program is operated and staffed by Employment Service, one might expect the majority of the staff to have been assigned from other Employment Service duties. However, it might also be noted that WIN, as well as other programs launched under the Human Resources Development (HRD) concept, required an expansion of Employment Service staff. Thus, in studying the composition of the present 51 teams it is of value to determine how staff with prior Employment Service experience and staff hired for WIN positions were distributed over teams, job positions, and office types.

Table 3-4 presents the percentage of respondents classified in terms of their current WIN job position, who were working for the Employment Service prior to their assignment to the WIN staff. The entries for job position within each office type are based on number of respondents as presented in Table 3-3. They are included here to illustrate the range of percentages found among job position and office-type categories. Overall, 49% of the team members from these 51 offices were working for the Employment Service prior to their WIN assignments. The relative frequency with which this was found for all respondents in each office type is summarized in the bottom rows of Table 3-4.

The percentage of people in each job position category who have prior Employment Service job history is summarized in the right-hand column of Table 3-4. The proportion of respondents with prior Employment Service experience falls to less than 50% in only two of the team-member job position categories—coach and clerical. Thus, in the 51 teams, the majority of coaches and clerks were new to the Employment Service when they started working as WIN staff. In contrast, two-thirds of the job developers and almost as many of the work-training Specialists (62%) came to the WIN staff from other Employment Service assignments. Respondents in the job position of counselor with Employment Service experience prior to WIN are slightly more than a majority (54%). Of the eight orientation specialists considered to be team members, five (62%) had prior

Table 3-4

Respondents With Job Experience in Employment Service Prior to WIN Assignment
(Percent)

Job Position	Office Type					Percent Total Each Job Position
	I	II	III	IV	V	
A. Team Members						
Coach	25	6	25	42	37	25
Counselor	55	36	71	62	42	54
Job Developer	50	62	69	100	57	67
Work-Training Specialist	62	70	75	50	50	62
Clerical	17		12	44	50	24
Orientation Specialist	33	67	100	100		62
Team Supervisor/Leader	80	100	100	100		93
B. Specialized Services Staff						
Orientation				80	67	75
Other					30	30
Other Type Totals						
A. Team Members	47	39	57	58	46	49
B. Specialized Services Staff				80	38	50

Employment Service experience. Fourteen of the 15 team supervisors had prior Employment Service experience.

WIN Staff Experience and Months at Present Location

In many localities, as enrollment grew and the program developed, staff has been supplemented by transfers from other Employment Service assignments; staff has also been dispersed to new locations, reorganized, and supplemented with newly hired personnel. Thus, the fact that an individual was an Employment Service employee prior to assignment to the WIN staff doesn't insure that he will have more WIN staff experience than WIN personnel without prior Employment Service experience. In addition, the fact that an individual has been working as a WIN staff member for a given number of months does not mean that he has been working in the same WIN office for that period of time. In considering WIN staff experience, our interest was in first determining the general level of experience with the WIN program exhibited by staff in each office-type category and the uniformity of experience for the different office types. The next question concerns the nature of the correspondence between total experience as staff in the WIN program and length of time as WIN staff at the present office site.

Table 3-5 summarizes responses regarding WIN staff experience by the respondents in each of the five office types. The set of means in the upper part of the table represents the average number of months the respondents in each office type have worked with the WIN program. Our interest was restricted to the means for team members. These means appear very uniform with the exception of Office Type IV in which the staff averaged approximately three months more in total WIN program experience than did staff of the other office types.

Table 3-5

Means and Standard Deviations by Office Type and Amount of Experience

(Total Months Experience as WIN Staff and at Present WIN Location)

A. Total Months of Experience as WIN Staff

	Team Members					Specialized Services Staff	
	Office Type					Office Type	
	I	II	III	IV	V	IV	V
Number of Respondents	49	62	60	53	39	5	13
Mean	15.2	15.2	15.2	18.2	14.4	8.4	14.7
SD	7.9	9.7	9.7	9.0	9.0	9.3	9.1

B. Months of WIN Staff Experience at Present Office Location

	Team Members					Specialized Services Staff	
	Office Type					Office Type	
	I	II	III	IV	V	IV	V
Number of Respondents	49	62	60	53	39	5	13
Mean	14.4	13.2	13.7	16.9	13.8	4.2	12.2
SD	8.0	9.8	9.7	8.8	8.9	0.4	8.4

The second set of means in Table 3-5 represents the average number of months staff in each office-type category have performed their jobs at their present locations. The means for team member personnel generally parallel those for total WIN experience, with experience at present location showing a one- to two-month drop in average magnitude.

Differences in experience level, particularly in a team setting, would be expected to be most important as the proportion of staff who are newcomers to the team increases. Table 3-6 presents the distributions for months of total WIN experience and for months of experience at present office location. These distributions are presented in terms of the percentage of respondents in each office type whose experience falls into one of three monthly categories. The one- to six-month category is most important to this discussion. It was chosen to represent an early break-in period during which one generally might expect the incumbent to be less effective in working with enrollees and other team members than in subsequent months. Generally consistent with the corresponding shift in means shown in Table 3-5, the relative frequency of newcomers (1 to 6 months) shows a slight increase in Table 3-6 as one moves from the distribution for total months of WIN staff experience to the distribution in the lower part of the table for months of experience at present office location. The one exception is Office Type IV in which the relative frequency remains the same.

Of particular interest was the distribution for newcomers (1 to 6 months) in the lower part of Table 3-6, that is, the shortest interval of time at their present office

Table 3-6

Distribution of Respondents in Each Office Type

(Total Months Experience as WIN Staff and at Present WIN Location)
(Percent)

A. Months of Experience as WIN Staff

Number of Months	Team Members					Specialized Services Staff	
	Office Type					Office Type	
	I	II	III	IV	V	IV	V
1 - 6	16	34	27	13	26	80	23
7 - 18	57	29	37	40	36		54
19 - 38	27	37	37	47	38	20	23

B. Months of WIN Staff Experience at Present Office Location

Number of Months	Team Members					Specialized Services Staff	
	Office Type					Office Type	
	I	II	III	IV	V	IV	V
1 - 6	20	40	32	13	28	100	31
7 - 18	57	31	38	45	38		54
19 - 38	22	29	30	42	33		15

location. In general, these people are new to the WIN program and are also still in an initial break-in period with the other team members at their present office location.

The team identity of incumbents having completed only 1-6 months experience at their present office location was examined to determine whether they were spread uniformly across teams in an office type or concentrated on just a few teams. The general tendency was for the short-experience incumbents to be distributed at the rate of one to two per team. Thus, the 10 staff newcomers who had been at their present location six months or less in Office Type I were distributed over six of the 10 teams; the 25 newcomers in Office Type II were distributed over 10 of the 11 teams; the 19 in Office Type III were distributed over all 11 teams; the seven in Office Type IV were distributed over four of the 10 teams, and the 11 newcomers in Office Type V are distributed over all nine teams. In this discussion, we have not considered the specialized staff personnel since they are present only in Office Types IV and V, and then only in association with a few of the teams.

The mean number of months team members had worked at their present office location provides an index for each team of the extent of the team members' experience in working with one another. In Table 3-7 it can be seen that 10% of the 51 teams have a mutual experience factor of six months or less; the majority (57%) have a mutual experience factor in the middle range, that is, seven to 18 months, and 33% have a mutual experience factor of 19 months or more.

In summary, the percentage of the present WIN staff who might be considered newcomers (1 to 6 months) to WIN staff positions ranges by office type from a low of

Table 3-7

Team Distribution Based on Mean Number of Months Team Members Worked at Present Locations

(Number of Teams)

Number of Months	Office Type					Total	Percent of Total
	I	II	III	IV	V		
1 - 6	1	2	1	0	1	5	10
7 - 18	7	4	8	5	5	29	57
19 - 38	2	5	2	5	3	17	33
Total Teams	10	11	11	10	9	51	100

13% in Office Type IV to a high of 34% in Office Type II. With the exception of Office Type IV in which the percentage remains the same, the percentage of staff who would be considered newcomers in working with staff at their present office location increases slightly and ranges from the 13% of Office Type IV to the 40% of staff in Office Type II. In looking further, these newcomers tend to be distributed fairly evenly at the rate of one to two per team within each office type. The majority of the WIN teams observed in this study were staffed in a four-to-five job position staffing pattern with generally only one team member per job position. Thus, the next question to be considered is the possibility that the newcomers to the team tend to be identified with only one or two of the team-member job positions.

Table 3-8 focuses on the proportion of job position respondents in each office type who have been at their present office location six months or less. These figures are of principal interest in terms of what they may reflect regarding the stability or extent to which given job positions have become established as part of the team structure within the five office types.

In Office Type I it would appear that coaches, job developers, and clerks are the most firmly established based on longevity. Office Types II and III appear to be in a greater state of flux with regard to staffing all of the basic team member positions. Particularly notable in Office Type II is the fact that approximately 50% of both the coaches and job developers are relative newcomers to the present office location. Office Type IV is notable for its relatively high level of stability in all team member positions; even in this case however, 23% of the counselors would be considered newcomers at their present office location. In Office Type V it is the counselors and work-training specialists who appear in terms of longevity at the present office site. A question to be considered in greater detail in the Phase II analyses is whether there is any difference in the functions performed by the relatively inexperienced team member as opposed to the more experienced members.

Educational Background of WIN Staff Respondents

The percentage of respondents in each office type in terms of the highest level of formal education attained is shown in Table 3-9. It may be noted that the median for the combined office-type distributions lies approximately between the "some college" category and the "college graduate" category. Thus, in terms of the total group of respondents, approximately 50% were either college graduates or had gone on to graduate school or graduate degrees.

Table 3-8

Percent of Respondents in Each Office Type With Six Months or Less Experience at Present Location[a]

Job Position	Office Type					Percent From All Office Types
	I	II	III	IV	V	
A. Team Members						
Coach	12	53	33	17	50	35
Counselor	36	36	21	23	17	26
Job Developer	12	50	38	0	29	28
Work-Training Specialist	25	30	25	10	17	21
Clerical	17	25	50	11	33	27
Orientation Specialist	33	33	0	0		25
Team Supervisor/Leader	0	40	25	0		20
B. Specialized Services Staff						
Orientation				100	33	75
Other					30	30
Percent from all Job Positions						
A. Team Members	20	40	32	13	28	
B. Specialized Services Staff				100	31	

[a]Percentages have been rounded to the nearest whole number.

Table 3-9

Education of WIN Staff Respondents Summarized by Office Type Category[a]

Office Type	Less than High School Graduate	High School Graduate	College	College Graduate	Graduate School	Graduate Degree	Total *N*
I		14	39	18	20	8	49
II	2	23	32	13	18	13	62
III	2	23	32	23	15	5	60
IV	2	19	33	15	17	14	58
V		19	25	23	23	10	52
Average	1	20	32	19	18	10	281

[a]Percent reporting the given level as the highest level attained.

Table 3-9 presents data regarding highest level of education attained. Table 3-10 provides the same data, but summarizes it for job position categories. It should be noted that high school graduate includes those that may have qualified through high school equivalency examinations. The category "some college" includes any two-year or four-year college attendance short of obtaining a four-year college degree.

Table 3-10

Education of WIN Staff Respondents Summarized by Job Position[a]

Job Position	Amount of Formal Education Completed						
	High School	High School Graduate	College	College Graduate	Graduate School	Graduate Degree	Total N
A. Team Members							
Coach	2	35	51	10		2	57
Counselor			3	29	43	25	61
Job Developer	2	14	42	26	14	2	43
Work-Training Specialist	2	9	43	29	12	5	42
Clerical		57	43				37
Orientation Specialist			12	13	50	25	8
Team Supervisor/Leader		7	27	13	33	20	15
B. Specialized Services Staff							
Orientation		12	13	12	25	38	8
Other		30	10	10	40	10	10
Percent of All Respondents	1	20	32	19	18	10	281

[a] Percent reporting the given level as the highest level attained.

In-Service Training for Current WIN Job Duties

Respondents were asked to check whether or not, since joining the WIN staff, they had received training which they considered directly relevant to their current WIN job duties. If they checked "yes," they were asked to describe the nature or purpose of the training, the agency conducting the training, and the month and year in which they received this training. Analyses of these write-in responses had not been completed at the time this report was being prepared. The data to be presented here deal only with the "yes" and "no" responses and should be regarded simply as an index of whether the respondent has been exposed to one or more sessions dealing with some aspect of WIN program objectives or procedures which he considers relevant to his current job duties.

Table 3-11 presents the percentage of respondents in each office type who reported "yes," "no," or gave no response to the in-service training question. There tends to be a higher rate of "yes" responses from the one-team offices (Office Types I, II, and III) than from the multi-team offices (Office Types IV and V).

Table 3-12 presents the distribution of responses to the in-service training question by job position for the total number of respondents in each job position, disregarding office type. The present discussion will focus primarily on the five major team-member job positions.

First, if we disregard office type and consider, for each job position, the percentage of respondents who report having received in-service training as WIN staff, more than 50% of the respondents in each of the five job positions answered affirmatively. Starting with the job position having the highest percent "yes" response, rankings would be: work-training specialist (86%); counselors (85%); coaches (75%); job developers (74%), and clerical (57%).

As noted previously, however, the proportion of team members from Office Types IV and V (the multi-team offices) who have received in-service training tends to be lower

Table 3-11

Percent[a] of WIN Staff Summarized by Office-Type Category Concerning In-Service Training[b]

Office Type	Percent of Respondents			Total *N*
	Yes	No	N.R.	
I	84	16		49
II	78	19	3	62
III	87	13		60
IV	69	31		58
V	62	38		52
Total	76	23	1	281

[a] Percentages have been rounded to the nearest whole number.

[b] Received In-Service Training relevant to their WIN duties (Yes).
Did not receive In-Service Training (No).
Failed to respond to question (N.R.).

Table 3-12

Percent of WIN Staff Summarized by Job Position Concerning In-Service Training[a]

Job Position	Percent of Respondents			Total *N*
	Yes	No	N.R.	
A. Team Members				
Coach	75	23	2	57
Counselor	85	15	0	61
Job Developer	74	26	0	43
Work-Training Specialist	86	14	0	42
Clerical	57	43	0	37
Orientation Specialist	87	12	0	8
Team Supervisor/Leader	80	13	7	15
B. Specialized Services Staff				
Orientation	62	37	0	8
Other	50	50	0	10
Percent of All Respondents	76	23	1	281

[a] Received In-Service Training relevant to their WIN duties (Yes).
Did not receive In-Service Training (No).
Failed to respond to question (N.R.).

than in the other office-types (one-team offices). Figure 3-1 displays graphically the data from Table 3-12 concerning the percentage of respondents in each team member position within each office type who reported they had received relevant in-service training. If, in examining this figure, we adopt an arbitrary cutting point at the 80% level, we find that only one of the five team member positions in Office Type I is below it, three of the five for Office Type II, one of the five in Office Type III, and four of the five team member positions in Office Type IV and Office Type V are represented below this 80% cutting point.

Percent of Job Position Respondents in Each Office-Type Category Who Received In-Service Training Relevant to WIN Duties

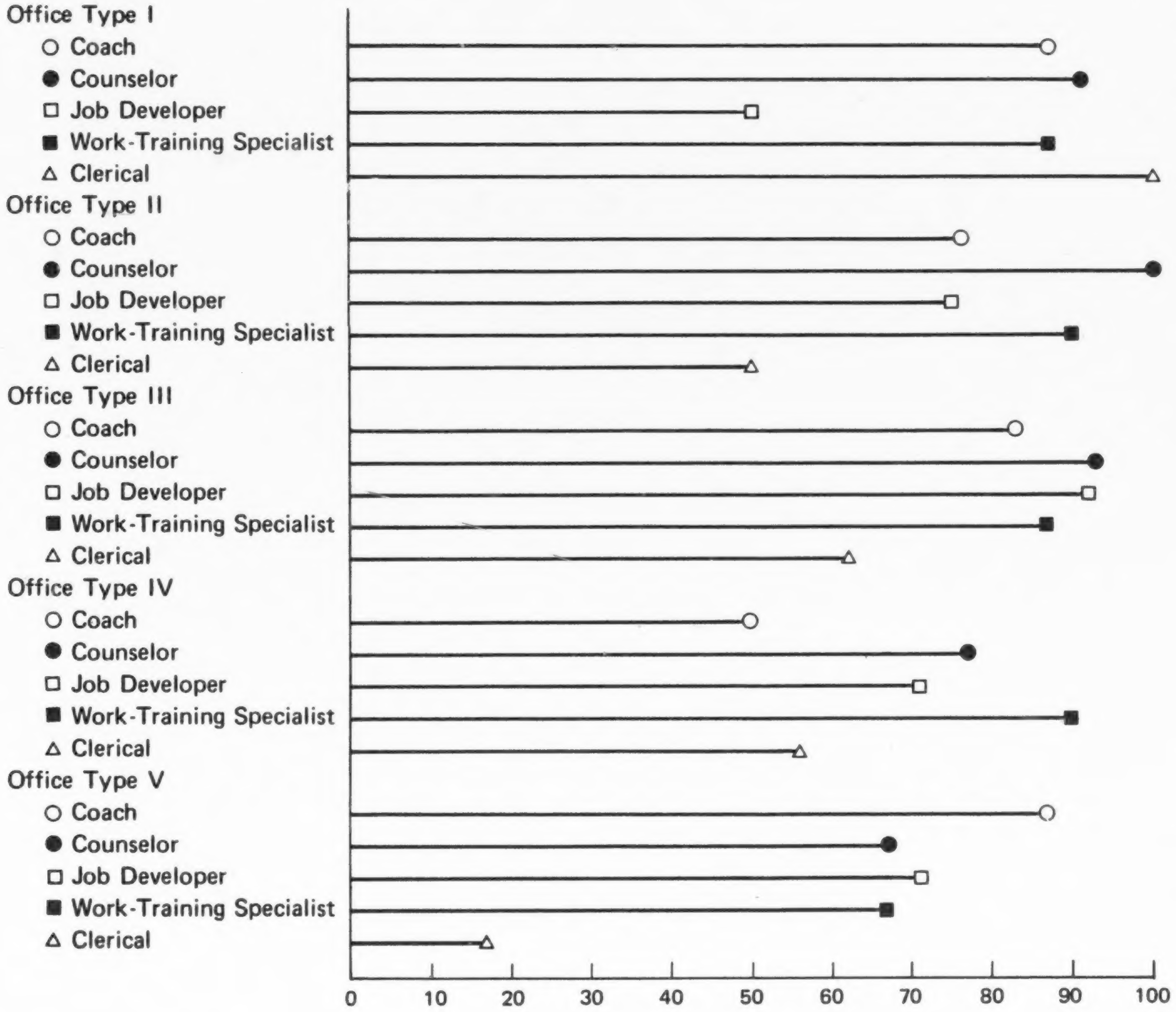


Figure 3-1

In general, as one scans across office types among the present respondents, coaches, job developers, and clerical personnel show the greatest variation in percentage who have received training. Counselors and work-training specialists tend to show the least variation and the greatest proportion of team-member respondents who have been exposed to in-service training.

DUTIES AND TASKS PERFORMED

DISTRIBUTION OF TOTAL TEAM EFFORT OVER MAJOR DUTY AREAS

The 10 major duty areas used in organizing the 82 task statements (items) of the Job Activities Inventory (JAI) are listed in Table 3-13 along with the number and the percentage of the total task statements representing each duty area. The task statements contained in each duty area are listed in the copy of the inventory in Appendix C.

The individual respondent's percent time scores for each task statement within a given duty area were summed to yield his percent time score for the duty area. Team members' responses were then pooled to obtain an estimate of the team's relative

Table 3-13

Description of Major Duty Areas From Job Activities Inventory With Number and Percent of Total Task Statements Contained in Each Duty Area

Duty Area Description	Task Statements	
	Number	Percent of Total
(1) Receives and Processes Welfare Department Referral Forms	7	8
(2) Accomplishes Enrollment and Initial Assessment of Applicants	8	10
(3) Accomplishes Initial Assignment of Enrollee	5	6
(4) Assists Enrollee in Developing Vocational Goals and Plans for Attaining these Goals	10	12
(5) Assists Enrollee in Obtaining Needed Services and Supervises his Progress during Enrollment	13	16
(6) Conducts Determinations in Case of Applicant/Enrollee Referred for Determination Decision	9	11
(7) Provides Education and Work, and Training Component Resources to Service the Job Preparation Needs of WIN Enrollees	6	7
(8) Develops and/or Locates Job Opportunities for WIN Enrollees	8	10
(9) Performs Internal Team Management Functions Necessary to Coordinate and Support Team Member Efforts with the Individual Enrollees	8	10
(10) Performs Clerical Duties Required for Initiation and Maintenance of Records and Preparation of Reports	8	10
Totals	82	100

distribution of effort over the duties represented in the JAI. Percent time scores for the team as a unit were obtained for each duty area by summing the given duty area scores for all of that team's respondents; these sums were then divided by the number of team respondents to yield the team's percent time score for each given duty area.

Table 3-14 presents, for each office-type category, the average of the team's percent time scores for each of the 10 duty areas. The 10 means shown for each office type total 100%; that is, they show, for each office type, the *relative* distribution of a hypothetical (average) team's time over the 10 major duty areas. The duty area means shown in Table 3-14 are plotted in Figure 3-2, to illustrate the close correspondence of the duty area means for each office type.

EQUAL TIME REFERENCE POINTS

It was noted earlier staffing patterns for teams studied in this research varied widely within each of the five office-type categories. For this reason, rather than discuss relative distribution of time over duty areas on the basis of office-type means, it is more informative to consider the distribution of team scores upon which the office-type means are based. This discussion will utilize "equal time-level" as a standard frame of reference; this standard is not dependent upon office-type means and identifies duty areas in which teams appear to expend proportionately more or less effort.

An individual's percent time score for a given duty area was obtained by summing his percent time scores for the individual items within that duty area. Thus, if an individual performed each of the 82 items comprising the JAI and rated each as equal in time, his percent time scores for each duty area would bear a one-to-one relationship with the percentage of the 82 items that pertains to each duty area. These percentages, the standard frame of reference, rounded to the nearest whole number, are presented in Table 3-13; these values are called "equal time reference points."

To identify *differences* in the level of effort teams expend in given duty areas, the percent time scores based on the standard reference frame are shown in conjunction with actual time scores computed for teams. Use of this frame of reference does not, of course, imply how the teams should distribute their time. It does, however, allow ready comparison of teams or description of the relative time emphasis a team gives to different duty areas.

Figures 3-3 through 3-7 present the distribution of team scores (percent time) in conjunction with an equal time reference curve for each office type separately. The individual team scores shown are those upon which the office-type means in Table 3-14 are based.

Examination of the distribution of team scores (percent time) for each duty area in Office Type I (Figure 3-3) indicates that these teams are highly consistent in giving greatest relative time emphasis to tasks concerned with vocational planning (Duty Area 4) and those concerned with supportive services and monitoring of enrollee progress (Duty Area 5). Duty areas in which the relative expenditure of team time tends to fall consistently at or below the equal time reference points are those concerned with initial assignment of enrollees (Duty Area 3), conducting determinations (Duty Area 6), job development (Duty Area 8), and internal team management functions (Duty Area 9).

In scanning the distribution of teams on each duty area in the remaining four office types (Figures 3-4 through 3-7), it will be found that with the exception of Duty Area 10, these distributions look quite similar to those described for Office Type I. Duty Area 10 contains tasks concerned with records maintenance and procedures. Office Type I comprises the only group of teams that exhibit an even split above and below the equal time reference point for this duty area. In the other four office types, record keeping is a

Table 3-14

Relative Distribution of Time Over the 10 Duty Areas for Average Team in Each Office-Type Category[a]

Major Duty Area	Mean of Team Percent Time Scores				
	Office Type				
	I	II	III	IV	V
1	9	9	8	8	6
2	10	9	9	10	9
3	5	5	4	5	5
4	15	15	15	16	15
5	20	17	19	19	20
6	7	6	6	5	5
7	8	7	8	7	8
8	8	7	7	6	8
9	7	8	8	5	6
10	11	15	16	18	18
Total Percent	100	98	100	99	100

[a] Mean percent time scores computed for each office type on the basis of each team's average percent time score for each duty area. Percentages have been rounded to the nearest whole number.

Relative Distribution of Time Over 10 Duty Areas for Average Team in Each Office-Type Category

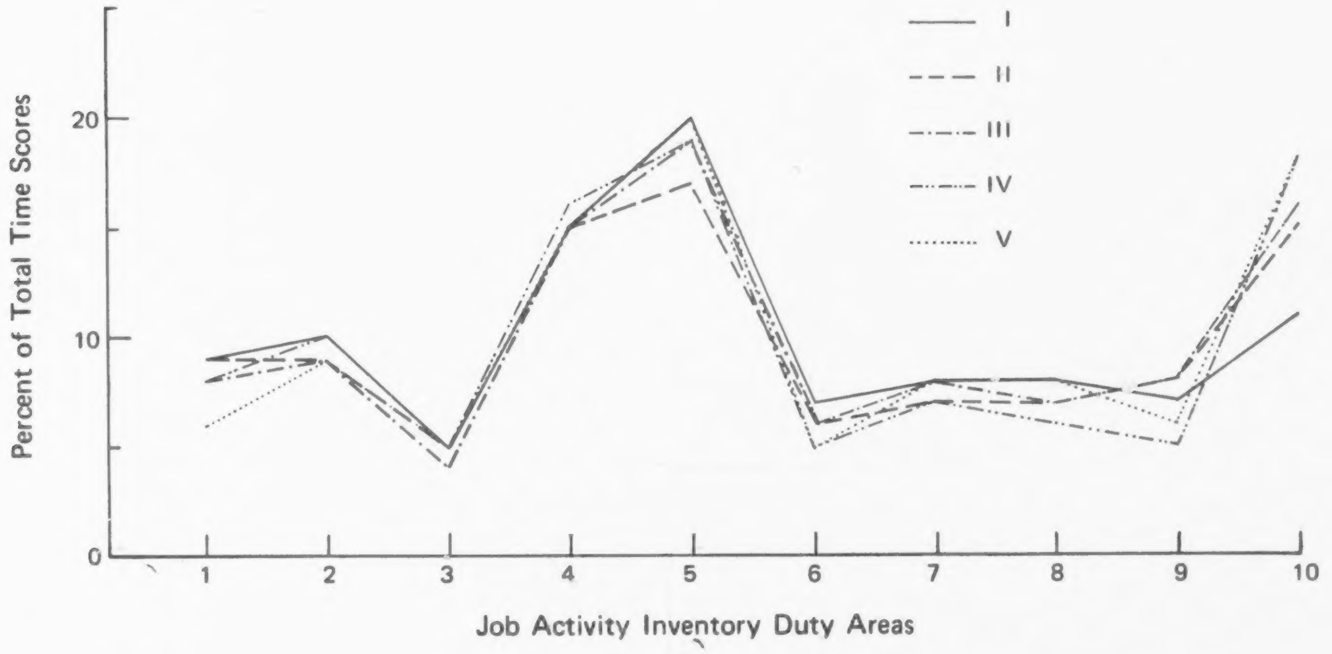
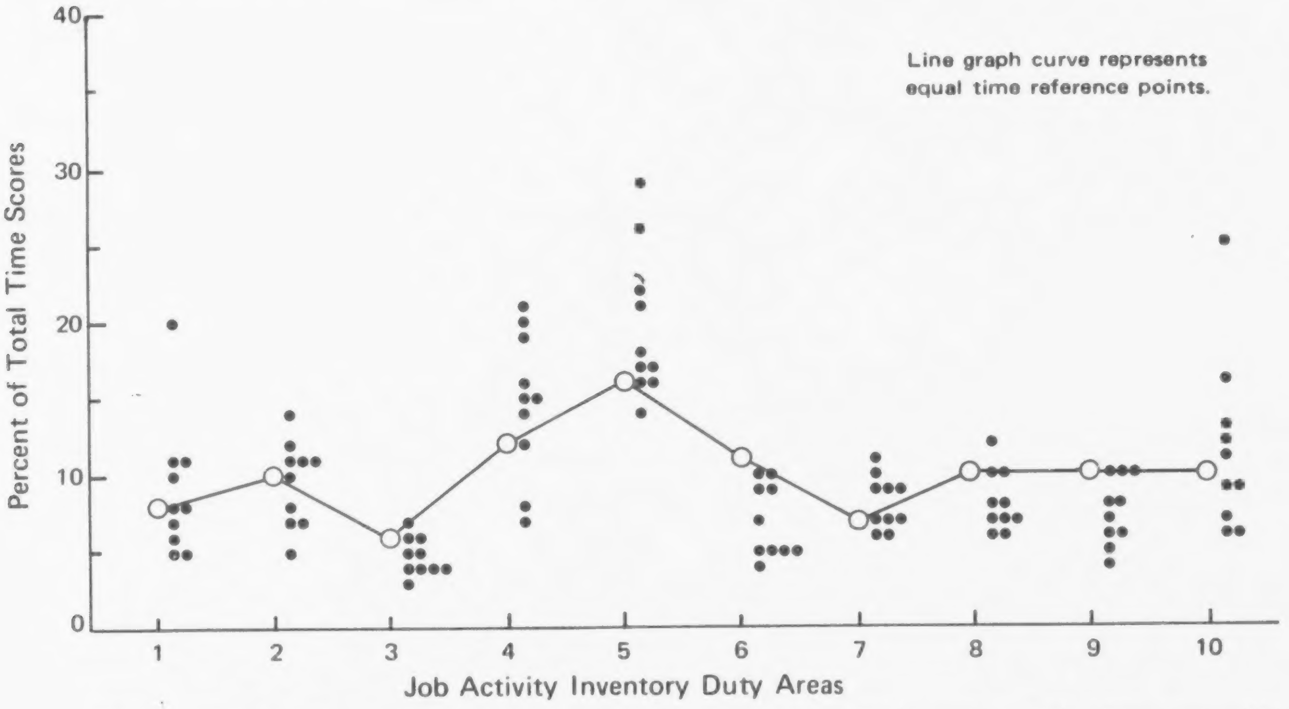


Figure 3-2

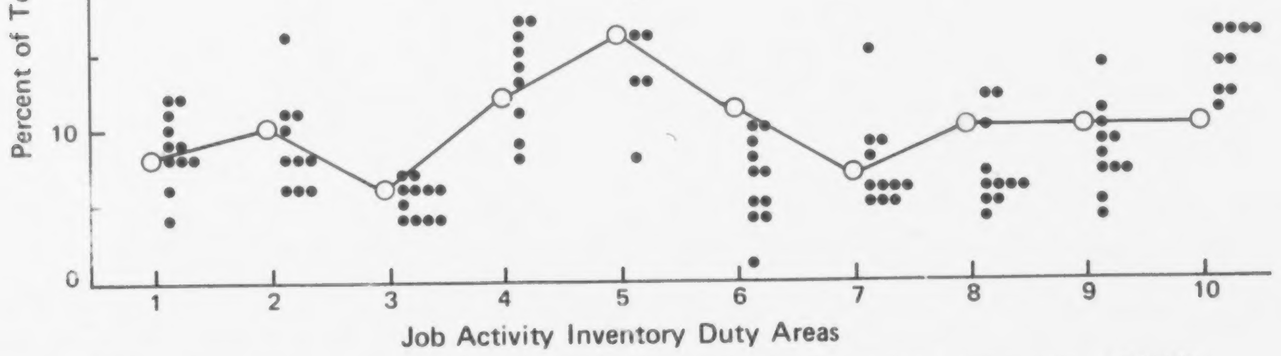
Comparison of Each Team's Relative Time Scores With Equal Time Reference Points for 10 Duty Areas: Office Type I



NOTE: Office Type I consists of offices staffed with one team, located in rural or small urban community (population up to 50,000).

Figure 3-3

Comparison of Each Team's Relative Time Scores With Equal Time Reference Points for 10 Duty Areas: Office Type II

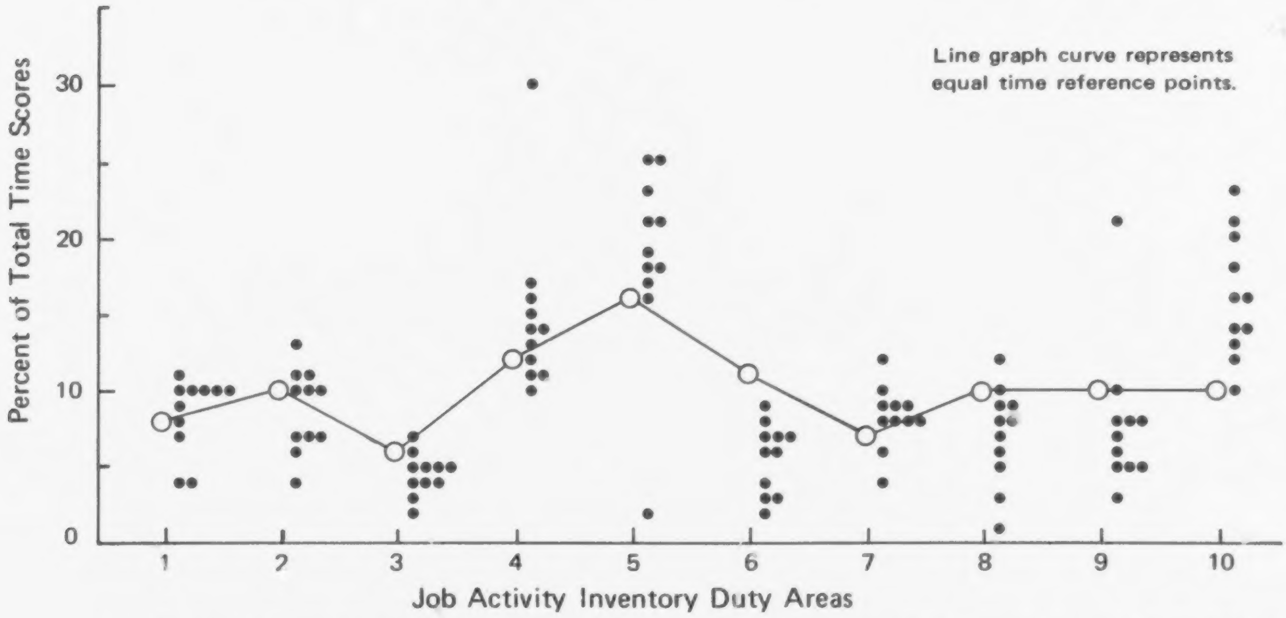


NOTE: Office Type II consists of offices staffed with one team, located in a community of 50,000–250,000 population (small SMSA).

Figure 3-4

47

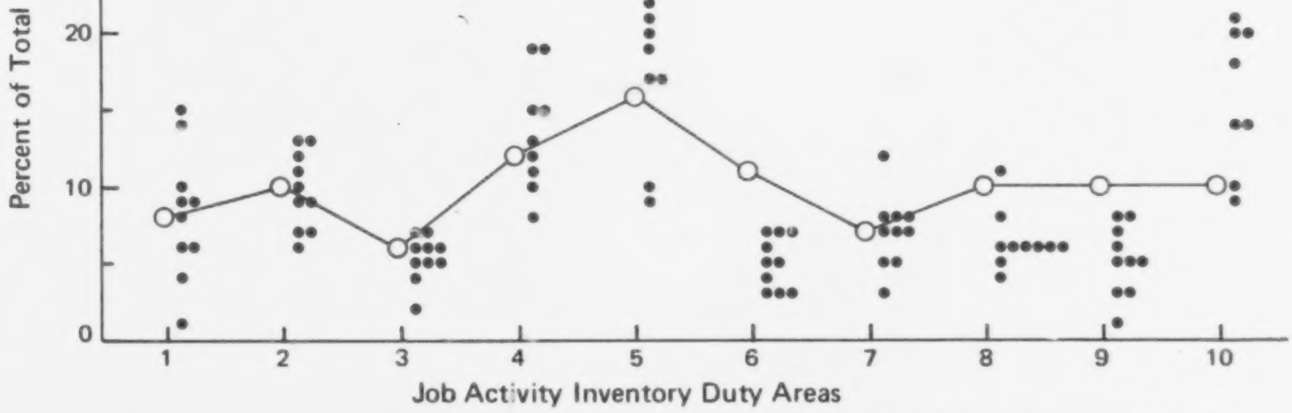
Comparison of Each Team's Relative Time Scores With Equal Time Reference Points for 10 Duty Areas: Office Type III



NOTE: Office Type III consists of offices staffed with one team, located in a community of greater than 250,000 population (large SMSA).

Figure 3-5

Comparison of Each Team's Relative Time Scores With Equal Time Reference Points for 10 Duty Areas: Office Type IV

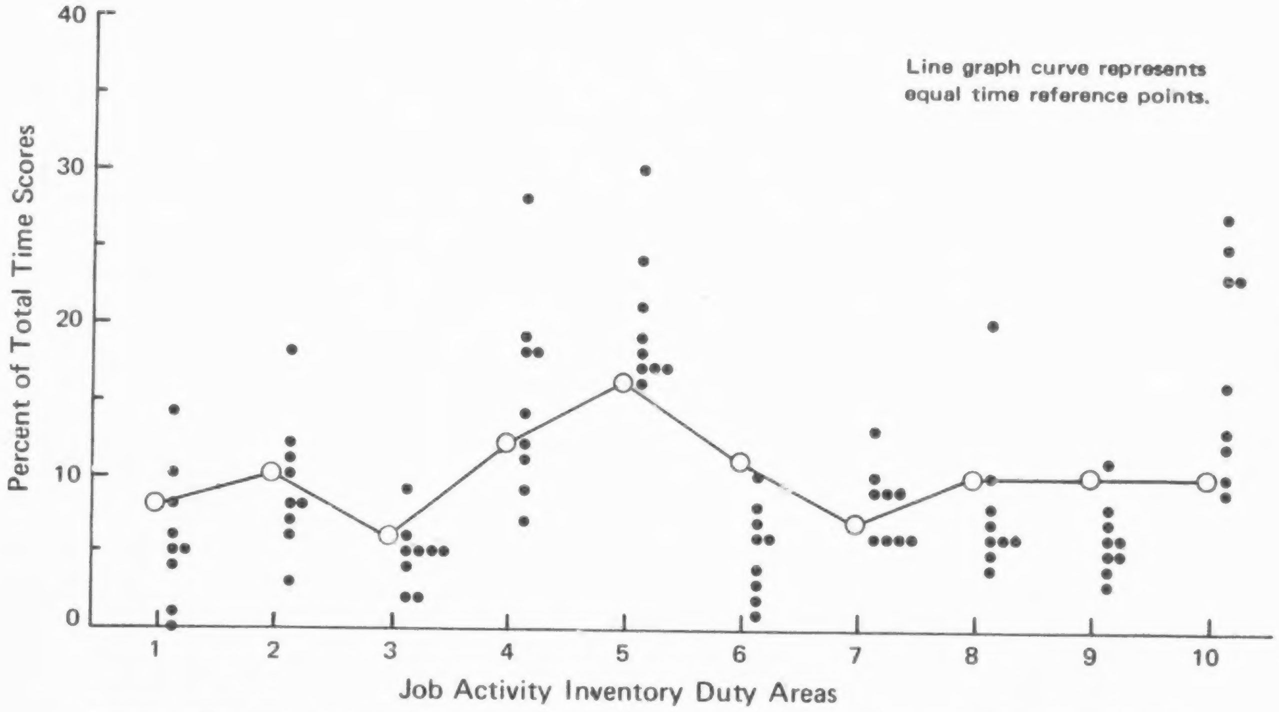


NOTE: Office Type IV consists of offices staffed with two or three teams, located in a large SMSA community.

Figure 3-6

43

Comparison of Each Team's Relative Time Scores With Equal Time Reference Points for 10 Duty Areas: Office Type V



NOTE: Office Type V consists of offices staffed with four or more teams, located in a large SMSA community.

Figure 3-7

duty area in which teams' scores are found above the equal time reference point with a high degree of consistency.

In summary, these distributions indicate that teams from Office Types II, III, IV, and V give, with high consistency, their greatest relative time emphasis to tasks concerned with record keeping (Duty Area 10). Next in order of team consistency and including all office types, is the extra time emphasis given to tasks concerned with provision of supportive services and monitoring of enrollee progress (Duty Area 5). And finally, lower in degree of team consistency, but still notable for all office types, is the extra time emphasis given to tasks concerned with vocational planning (Duty Area 4).

Duty areas in which teams of all office types consistently show lower relative time scores than the equal time reference points are those containing tasks concerned with conducting determinations (Duty Area 6), initial assignment of enrollees (Duty Area 3), job development (Duty Area 8), and internal team management functions (Duty Area 9).

The preceding description leaves three duty areas in which team scores tend to be either tightly clustered at the equal time reference points or relatively evenly dispersed on both sides of this point. These three duty areas contain tasks dealing with: receipt and processing of referrals (Duty Area 1); enrollment and initial assessment (Duty Area 2), and provision and monitoring of education, work, and training component resources (Duty Area 7).

DISTRIBUTION OF DUTY PERFORMANCE OVER JOB POSITIONS

A major objective of this research was to obtain a description of how duties are distributed among the different job positions represented on the team, and to answer the question, does each job position have its own characteristic duty-sphere of activity?

Mean percent time scores were computed to express the relative amount of time expended by each job position in each of the 10 duty areas. These means, computed for each office type separately, are presented in Tables 3-15 through 3-19. The means in these tables are based on the full number of staff classified in each job position.

To permit visual inspection of the relative time distribution each job position exhibits over the 10 duty areas, the means for the five basic team-member job positions are plotted in Figures 3-8 through 3-12. Since almost 50% of the teams in the single-team offices (Office Types I, II, and III) had team supervisors whose primary function was supervision rather than performance of one of the other job positions, means for this position were also plotted and are shown in Figure 3-13.

Inspection of Figures 3-8 through 3-12 indicates that the relative distribution of time over the 10 duty areas for each job position shows a pattern that remains essentially the same regardless of the specific office-type category to which the respondents belong.

In inspecting Figures 3-8 through 3-12 for evidence of duty area specialization by the respective job positions, the notion of the equal time reference points used earlier in discussing distribution of the team's total effort (Figures 3-3 through 3-7) is useful. Duty area specialization is indicated when the mean relative time score for a duty area lies above the equal time reference point. In Figures 3-8 through 3-12 the shaded portion depicts the area lying at or below the equal time reference curve connecting these points for each duty area. The larger the mean relative time score is, compared to the equal time reference point, the greater is the proportion of the occupants' time that is being spent in the given duty area and, hence, the greater the degree of his specialization in that duty area.

From the equal time reference points, it can be seen in Figure 3-8 that mean relative time scores for the coaches consistently appear at or above the reference points in two duty areas—supportive services and monitoring of enrollee progress (Duty Area 5), and record keeping (Duty Area 10). Of these two, Duty Area 5 is clearly the outstanding area of emphasis.

Counselors' (Figure 3-9) mean relative time scores appear at or above the reference points in four areas; the greatest emphasis is in employability planning which also includes orientation (Duty Area 4). A secondary area of specialization is supportive services and monitoring of enrollee progress (Duty Area 5). Additional areas with apparently lesser time emphasis are initial assignment of enrollees (Duty Area 3), and monitoring and provision of education, work, and training component resources (Duty Area 7).

Job developers (Figure 3-10) show mean relative time scores above the equal time reference points consistently in two areas. Their most prominent area of specialization is job development (Duty Area 8). Monitoring and provision of education, work, and training component resources (Duty Area 7) appears as a secondary area of specialization.

Work-training specialists' (Figure 3-11) mean relative time scores occur consistently at or above the reference points in two duty areas: monitoring and provision of education, work, and training component resources (Duty Area 7), and enrollment and initial assessment of applicants (Duty Area 2). It should be noted that, unlike the coaches, counselors, and job developers, the work-training specialists' relative time curves do not have the sharp peaks which indicate relatively high degrees of specialization. This suggests that the work-training specialist performs more as a generalist than is true of the other basic team member positions.

Mean relative time scores for the clerical member of the team are above the equal time reference points in two duty areas. The most obvious area of emphasis is record keeping (Duty Area 10); the second area is receipt and processing of referrals (Duty Area 1).

Table 3-20 summarizes the observations just noted regarding areas of duty specialization and, on this basis, suggests a network of interrelationships among team-member job

Table 3-15

Distribution of Relative Time Estimate Means[a] Over Duty Areas for Each Job Position: Office Type I

(Percent)

Major Duty Area	Team Members						
	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical	Orientation Specialist	Team Supervisor
	(*N* = 8)	(*N* = 11)	(*N* = 8)	(*N* = 8)	(*N* = 6)	(*N* = 3)	(*N* = 5)
1	7.4	6.7	12.2	9.4	17.6	2.2	8.1
2	7.5	12.4	8.2	11.8	6.2	7.4	8.8
3	4.3	6.6	3.5	5.1	2.0	7.2	4.3
4	12.9	18.1	11.0	15.9	3.7	40.2	10.0
5	37.3	18.3	15.5	17.5	8.9	21.0	15.6
6	3.0	10.4	6.1	5.4	4.0	2.7	11.5
7	4.0	8.6	13.6	10.9	0.6	4.9	11.4
8	3.2	5.3	20.8	7.9	0.0	5.1	11.4
9	7.4	6.7	4.6	8.2	12.0	5.2	9.9
10	13.0	7.0	4.4	8.0	44.8	4.2	8.9
Total	100.0	100.1	99.9	100.1	99.8	100.1	99.9

[a] Means based on total number of staff in job position.

Table 3-16

Distribution of Relative Time Estimate Means[a] Over Duty Areas for Each Job Position: Office Type II

(Percent)

Major Duty Area	Team Members						
	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical	Orientation Specialist	Team Supervisor
	(*N* = 17)	(*N* = 11)	(*N* = 8)	(*N* = 10)	(*N* = 8)	(*N* = 3)	(*N* = 5)
1	9.4	4.3	7.1	7.4	21.5	1.3	7.3
2	8.7	8.8	9.0	12.9	8.9	18.1	6.1
3	3.8	10.0	4.6	7.0	1.3	7.4	4.1
4	10.7	25.7	12.5	13.6	0.9	40.6	14.7
5	29.0	19.6	14.8	15.5	3.7	15.5	15.1
6	6.1	5.9	6.7	9.1	4.8	2.1	8.8
7	3.6	9.7	11.2	10.8	0.0	4.9	10.9
8	3.4	4.4	21.8	10.4	0.0	0.6	5.4
9	7.0	5.8	3.7	5.8	14.4	1.4	23.5
10	18.2	5.9	8.6	7.6	44.5	8.1	4.2
Total	99.9	100.1	100.0	100.1	100.0	100.0	100.1

[a] Means based on total number of staff in job position

Table 3-17

Distribution of Relative Time Estimate Means[a] Over Duty Areas for Each Job Position: Office Type III

(Percent)

Major Duty Area	Team Members						
	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical	Orientation Specialist	Team Supervisor
	(*N* = 12)	(*N* = 14)	(*N* = 13)	(*N* = 8)	(*N* = 8)	(*N* = 1)	(*N* = 4)
1	12.9	4.8	3.5	9.4	14.6	0.0	11.2
2	11.3	8.6	8.7	11.1	4.0	10.4	6.7
3	2.9	9.1	3.0	4.9	2.5	8.3	3.4
4	8.9	24.6	12.3	16.2	3.5	50.0	6.3
5	30.1	17.5	19.0	16.3	9.7	8.3	21.2
6	5.2	7.5	6.7	3.6	6.1	0.0	8.7
7	3.6	9.6	12.0	9.6	2.1	8.3	13.4
8	3.9	4.2	19.0	6.0	1.2	0.0	4.8
9	3.9	7.2	5.8	9.2	8.7	2.1	18.2
10	17.3	7.1	9.9	13.7	47.8	12.5	6.0
Total	100.0	100.2	99.9	100.0	100.2	99.9	99.9

[a] Means based on total number of staff in each job position.

Table 3-18

Distribution of Relative Time Estimate Means[a] Over Duty Areas for Each Job Position: Office Type IV

(Percent)

Major Duty Area	Team Members							Specialized Services Staff
	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical	Orientation Specialist	Team Supervisor	Orientation
	(*N* = 12)	(*N* = 13)	(*N* = 7)	(*N* = 10)	(*N* = 9)	(*N* = 1)	(*N* = 1)	(*N* = 5)
1	7.6	3.0	1.1	11.0	21.2	6.1	9.9	0.0
2	12.3	9.6	7.1	15.5	3.2	18.2	15.1	0.0
3	3.9	9.4	4.0	6.9	1.6	12.1	6.0	0.0
4	10.0	26.9	11.6	9.0	2.0	33.3	13.8	76.6
5	37.6	21.6	16.9	16.6	3.7	9.1	18.5	0.0
6	7.4	7.1	6.3	4.0	2.2	0.0	10.3	0.0
7	3.3	7.1	14.5	11.8	0.2	3.0	6.5	5.0
8	2.9	3.8	27.8	7.6	0.0	0.0	2.6	0.0
9	4.4	4.1	3.6	8.6	3.3	6.1	7.8	7.0
10	10.5	7.4	7.4	9.1	62.5	12.1	9.5	11.4
Total	99.9	100.0	100.3	100.1	99.9	100.0	100.0	100.0

[a] Means based on total number of staff in each job position.

Table 3-19

Distribution of Relative Time Estimate Means[a] Over Duty Areas for Each Job Position: Office Type V

(Percent)

Major Duty Area	Team Members					Specialized Services Staff	
	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical	Orientation	Others
	(*N* = 8)	(*N* = 12)	(*N* = 7)	(*N* = 6)	(*N* = 6)	(*N* = 3)	(*N* = 10)
1	1.1	1.9	1.3	2.3	12.6	3.5	21.7
2	11.4	8.6	10.2	10.1	6.0	4.0	11.9
3	2.0	8.9	7.0	4.7	2.3	2.0	1.4
4	10.9	23.8	10.0	11.3	4.2	57.6	7.7
5	42.8	20.9	20.2	21.8	6.2	4.5	6.9
6	9.7	5.3	3.8	8.6	4.2	1.5	2.8
7	5.2	7.1	12.2	14.0	0.3	11.7	9.4
8	1.0	3.3	24.8	7.3	0.0	5.7	11.0
9	5.0	9.2	4.4	8.1	4.5	6.0	4.6
10	10.9	11.1	6.1	11.9	59.7	3.5	22.4
Total	100.0	100.1	100.0	100.1	100.0	100.0	99.8

[a] Means based on total number of staff in each job position.

Relative Time Scores in the 10 Duty Areas for the Five Office Types: Coaches

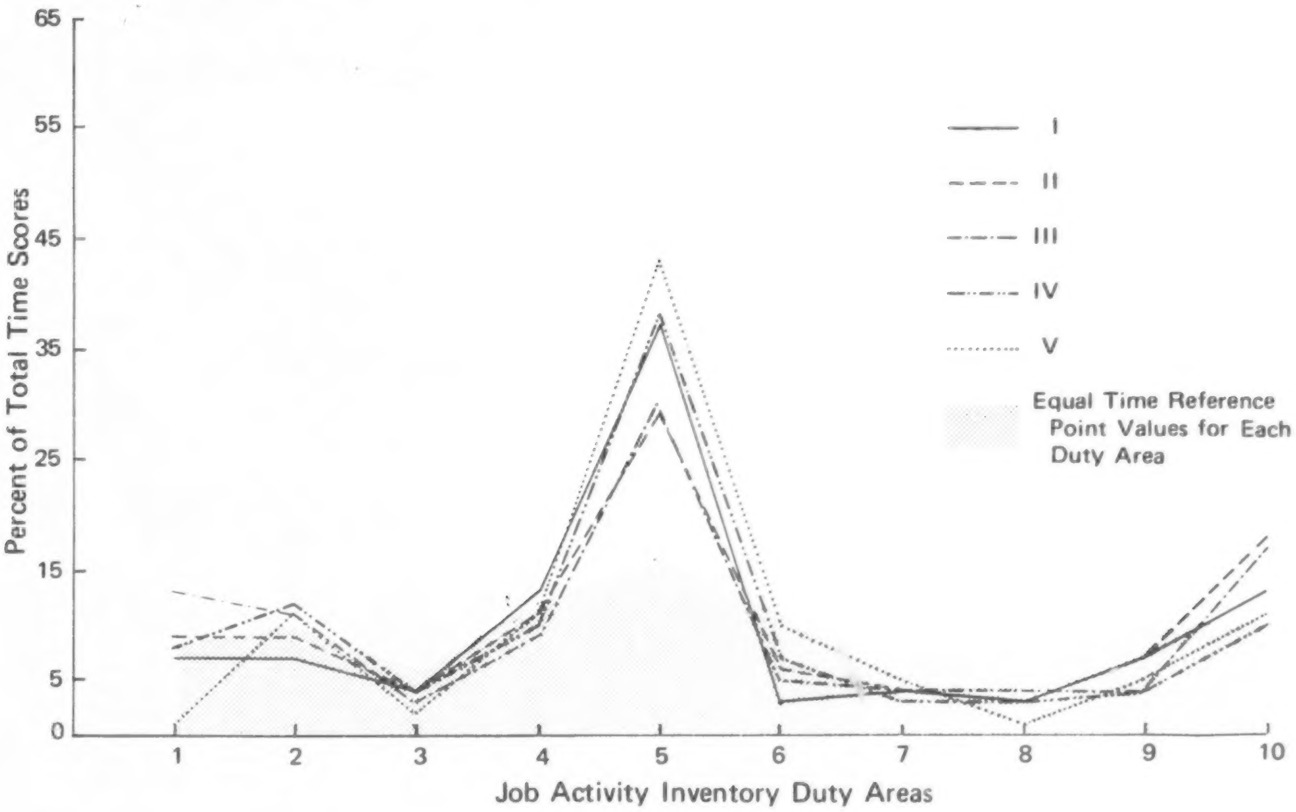


Figure 3-8

Relative Time Scores in the 10 Duty Areas for the Five Office Types: Counselors

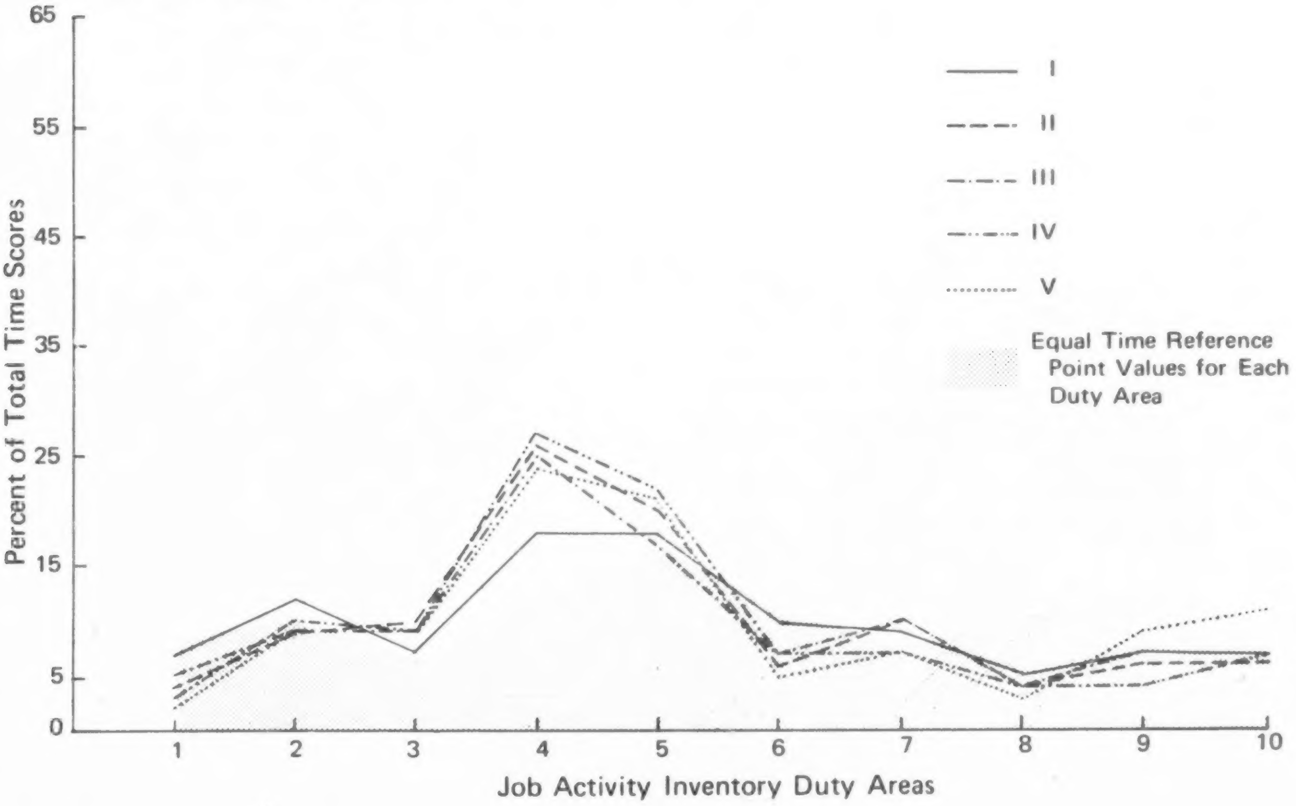


Figure 3-9

Relative Time Scores in the 10 Duty Areas for the Five Office Types: Job Developers

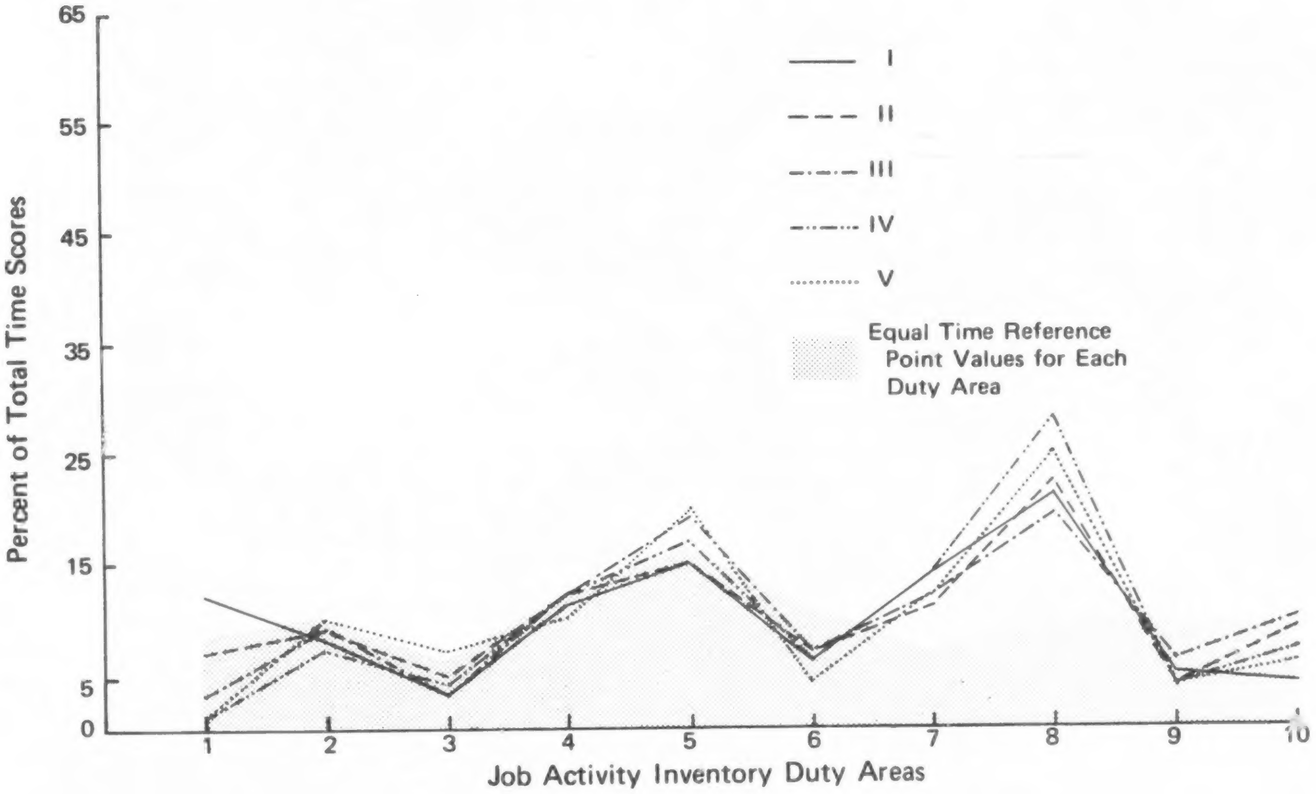


Figure 3-10

Relative Time Scores in the 10 Duty Areas for the Five Office Types: Work-Training Specialists

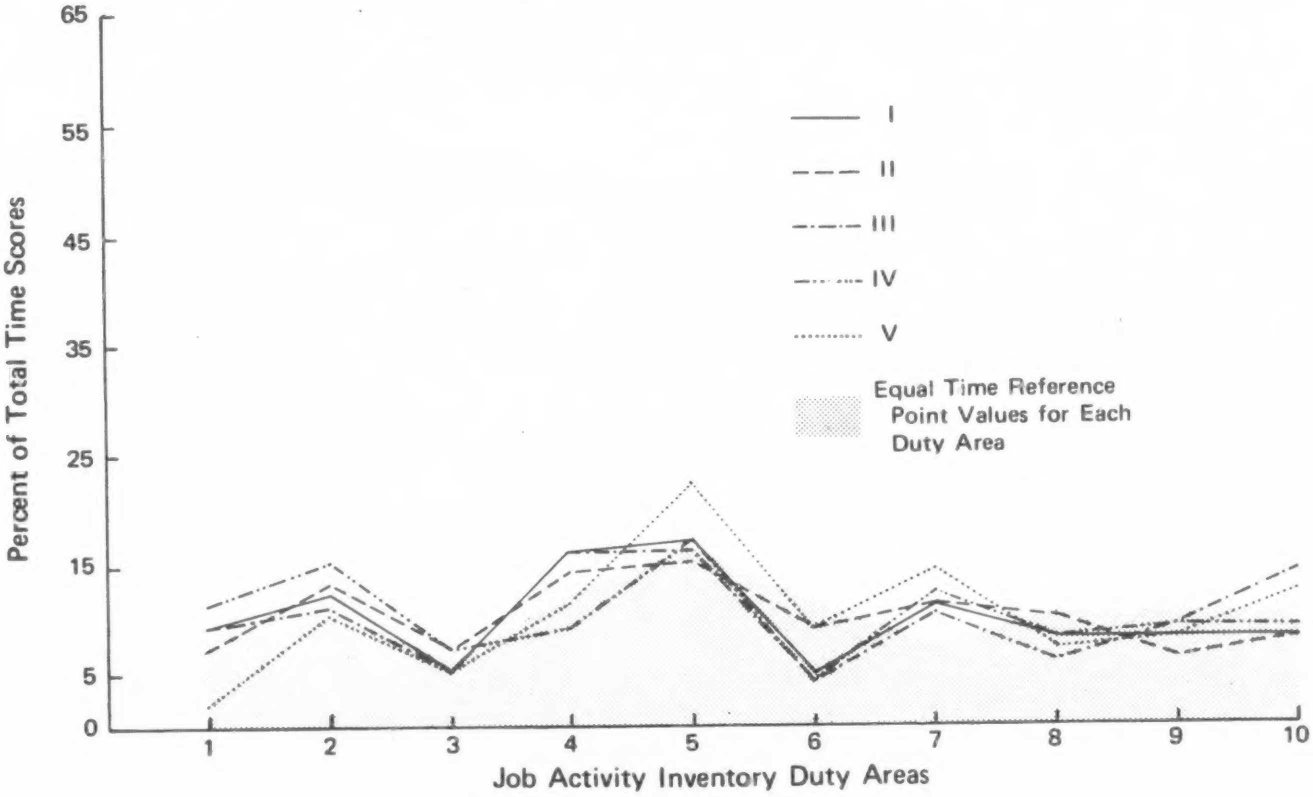


Figure 3-11

Relative Time Scores in the 10 Duty Areas for the Five Office Types: Clerical

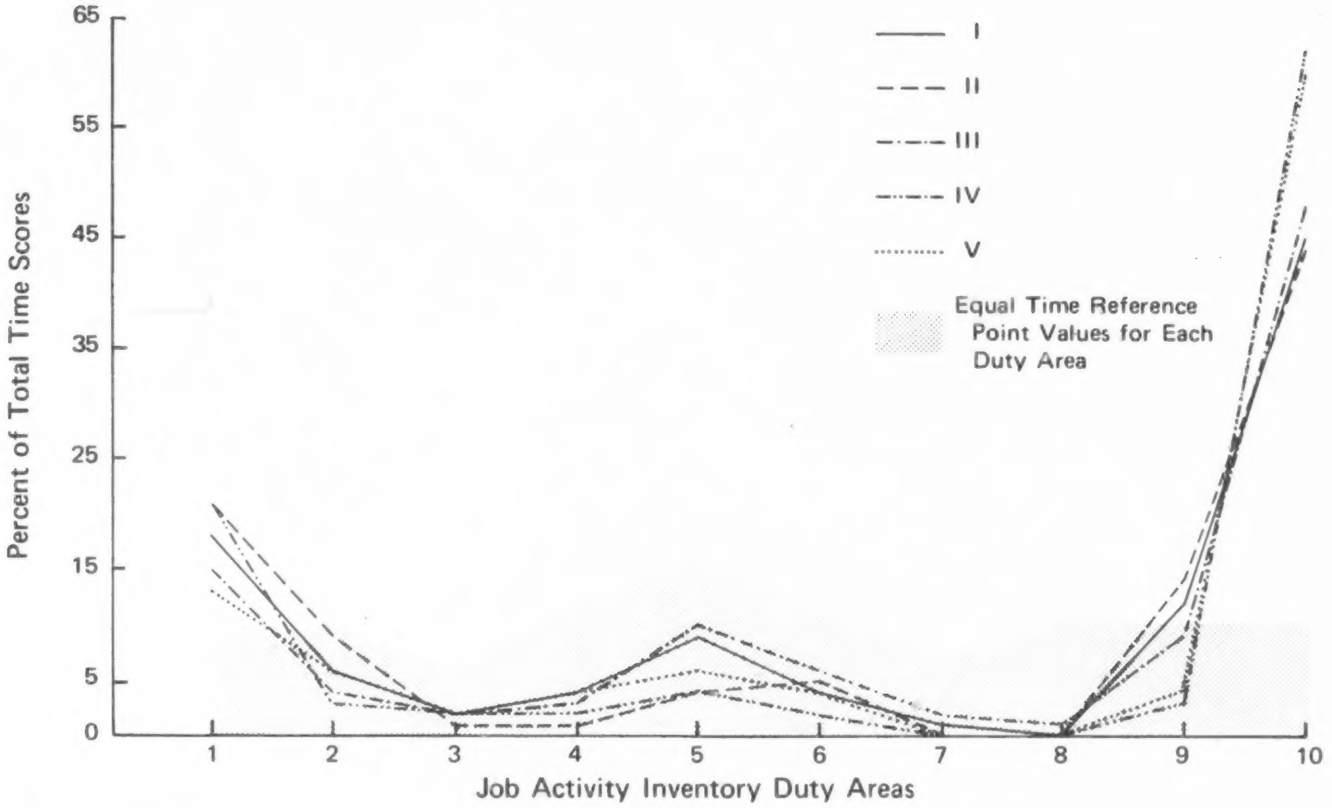


Figure 3-12

Relative Time Scores in the 10 Duty Areas for Office Types I, II, III: Team Supervisors

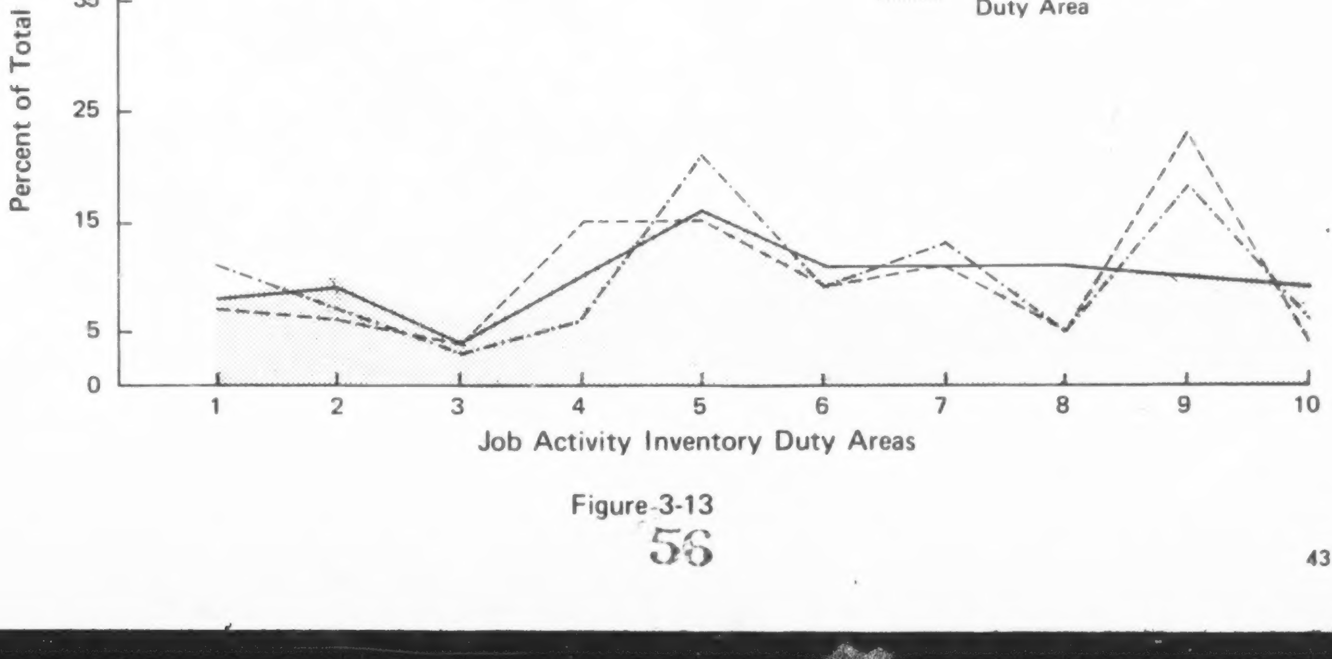


Figure-3-13

Table 3-20

Areas of Duty Specialization in the Five Basic Team Member Job Positions

Job Position	Job Activities Inventory Duty Areas									
	1	2	3	4	5	6	7	8	9	10
Coach					X					X
Counselor			X	X	X		X			
Job Developer							X	X		
Work-Training Specialist		X					X			
Clerical	X									X

positions. In reviewing this table, it should be kept in mind that job positions are being discussed in terms of duty areas that tend to receive more than an equally distributed proportion of their time. Thus, we are concentraing on areas of major duty effort rather than duty area performance at lower relative levels of time expenditure. For example, Table 3-20 shows that clerical staff is the only one of the five job positions showing evidence of specialization in receipt and processing of referrals (Duty Area 1). This does not mean that clerical staff are the only ones who engage in Duty Area 1.

Reference to either the figures (3-8 through 3-12) or the supporting tables (3-15 through 3-19) clearly indicates that all job positions perform at least some of the tasks in almost every duty area.

Returning to the summary of job position specialization in duty areas provided in Table 3-20, we see that in addition to Duty Area 1, clerical staff also specialize in record keeping (Duty Area 10). The only other job position that shows a tendency toward specialization in record keeping is that of coach. Job developers represent the only job position specializing in job development and placement (Duty Area 8); however, their tendency to specialize in provision and monitoring of education, work, and training components is shared with counselors and work-training specialists.

Work-training specialists, as noted earlier, are the only one of the five positions that tend to be generalists in all duty areas. However, in addition to showing a relatively low level of specialization in Duty Area 7, work-training specialists show a similarly restricted tendency toward specialization in enrol'ment and initial assessment of applicants (Duty Area 2).

Counselors' major tendency toward specialization is in Duty Area 4 (employability planning and orientation); however, they also show a limited tendency to be the specialists in initial assignment of the enrollee (Duty Area 3). Counselors are also involved, at a somewhat lower level of effort, in specialization in Duty Area 5 (supportive services and monitoring of enrollee progress) with coaches, and, as noted earlier in Duty Area 7, with job developers and work-training specialists.

Figure 3-13 presents the relative distribution of time over the 10 duty areas for the team supervisor position. The individuals who were classified in this position were those team members whose major duty was supervision and who did not normally perform in any of the other team member job positions. Of the 15 team supervisors, 14 came from offices staffed with a single WIN team (Office Types I, II, and III). They represented approximately 50% of the teams in each of these office-type categories.[1]

---

[1] Forty-four of the 51 teams had either a team leader or team supervisor. In these analyses, those not classified as team supervisors are classified into the regular team-member job position they had indicated as being in addition to their team leader or supervisor designation. Analyses of the team leader group will be reported in Phase II of this study.

The major distinguishing feature of the team supervisor position indicated by Figure 3-13 is the relative time emphasis given to tasks concerned with accomplishing internal team management functions (Duty Area 9). Team supervisors also appear consistently above the equal time reference point in Duty Area 7 (provision and monitoring of education, work, and training components) with approximately the same relative time emphasis as job developers (Figure 3-10) and work-training specialists (Figure 3-11).

TASK PERFORMANCE WITHIN DUTY AREAS

In the preceding section it was noted that the estimates of relative distribution of time over the 10 duty areas for each of the five job positions (excluding team supervisor from consideration) resulted in five job position patterns, each with its own distinctive features. In addition, the pattern for a given job position appears essentially the same for the five office-type categories. In this section examination will be made within duty areas for separation and overlap in the tasks performed by respondents from each of the basic team member positions.

In examining the task data for each duty area, there are two principal questions. In the preceding section dealing with duty area performance of the different job positions, some job positions were identified with specialization in certain duty areas (Table 3-20). Thus, the first question of concern in the task data is the manner in which the relative time of the "specializing" and "nonspecializing" job positions is spread over the component tasks of the given duty area. Is it simply a difference among job positions in the relative amount of time spent on each task, or is it also a difference among job positions in tasks performed? The second question raises the same issue as the first, but focuses specifically on the tasks identified in Duty Areas 1 through 7 as tasks directly involved in the accomplishment of caseload decisions. Before proceeding to these data, some descriptive notes are necessary regarding their organization for this discussion and notations used in the data tables.

The 82 tasks comprising the JAI were examined for each office type separately. Tasks not performed by 50% or more of the people in a given job position were considered too infrequently performed to be characteristic of that job position, at least within that office type. Thus, these tasks were excluded from further consideration.

A single frequency distribution of mean relative time scores (percent total time for each task) was computed for each of the five job positions by pooling the respective distributions from each office-type category. Cutting points were then identified for each of the five job position distributions separately so as to permit identification of mean relative time scores falling in the lower, middle, and upper thirds of each distribution. The resulting mean score intervals are shown in Table 3-21 for each of the five job positions.

In examining Table 3-21 it will be noted that for counselors, a mean relative time score of 2.0 (mean percent of total time) or greater identifies tasks which, in terms of the way the counselors spread their time over tasks, are receiving relatively large proportions of the counselors' time. These figures reflect the fact that counselors indicated that they put in some time on a large proportion of the 82 tasks in the JAI. Thus, the relative amount of time they have to spend on any one task cannot be as large, for example, as in the case of the clerical staff. Table 3-21 shows that a task must have a mean relative time score of 6.0, or greater, to be considered one in which clerical staff spend a relatively large proportion of their time. The larger magnitude of this mean, contrasted with the similar cutting point for the counselors, reflects the fact that clerical staff perform on considerably fewer of the 82 tasks, and thus have greater proportions of their time to expend on those tasks which they do perform. Differences between job

Table 3-21

Distribution of Score Intervals for Tasks Usually Performed in Each Job Position[a]

Category	Job Position				
	Coaches	Counselors	Job Developer	Work-Training Specialist	Clerical
Upper Third (Approximate) Score Interval	3.5–8.4	2.0–4.4	2.5–9.9	2.4–6.9	6.0–11.9
Middle Third (Approximate) Score Interval	2.5–3.4	1.5–1.9	2.0–2.4	1.8–2.3	3.0–5.9
Lower Third (Approximate) Score Interval	0.5–2.4	0.5–1.4	0.5–1.9	0.5–1.7	0.5–2.9

[a] Based on data pooled for the five Office-Types. Intervals are used in Tables 3-22-B through 3-31-B to define tasks on which each job position expends relatively large (upper third), average (middle third), and relatively small (lower third) amounts of time.

positions in terms of the number or variety of tasks performed will become apparent in the discussion of the individual task data.

Referring again to Table 3-21, for purposes of the present discussion mean relative time scores falling within the upper third of the respective job position distributions will be used to identify tasks on which respondents expend a relatively large proportion of their time. Tasks with mean relative time scores falling within the middle third will be considered as tasks on which the occupant expends an average amount of time, and those in the lower third as tasks on which the occupant expends relatively little time.

Table 3-22-A identifies the task statements comprising Duty Area 1 of the JAI. Table 3-22-B presents the mean relative time scores for the tasks in Duty Area 1 performed by 50% or more of the occupants of each job position in each office-type category. The item numbers assigned tasks in Table 3-22-A correspond to the item numbers used in Table 3-22-B. It will be noted that the item number for Task 3 is prefaced in both tables, by "(D)." This notation will be used in Duty Areas 1 through 7 to designate tasks directly involved in the accomplishment of caseload decisions. Some cells in Table 3-22-B contain a dash instead of a mean, indicating that fewer than 50% of the job position respondents of that office type performed the task.

A notation system is used in Table 3-22-B to identify mean relative time scores that fall within the upper, middle, or lower third of the distribution for that job position. The plus sign signifies means in the upper third, that is, tasks on which the average respondent in this job position spends relatively large amounts of time. Means without a sign signify tasks in the middle third, indicating an average amount of time spent by that job position, and the minus sign identifies tasks in the lower third, indicating relatively little time spent.

In the preceding section on duty area performance, the clerical members of the WIN team were identified as the job position showing evidence of special relative time emphasis in Duty Area 1. Our first question concerns the manner in which the relative time of the clerical members ("specializing") and the other job positions ("nonspecializing") is spread over the component tasks in this duty area. Inspection of Table

Table 3-22-A

Task Statements: Duty Area 1

Receives and Processes Welfare Department Referral Forms

1. Reviews referral forms to identify applicant's enrollment priority and to determine need for additional information prior to scheduling.
2. Contacts Welfare if additional information is needed regarding a referral.

(D)[a] 3. Evaluates, on basis of referral information whether or not applicant can be considered appropriate for scheduling for enrollment at that time.

4. Notifies Welfare of referrals considered inappropriate for enrollment under their existing circumstances.
5. Schedules referrals for enrollment interview and notifies applicant and Welfare Department.
6. Notifies Welfare when an applicant does not appear for an enrollment interview.
7. Maintains records on referrals received.

---

[a] (D) designates task directly involved in accomplishing caseload decisions.

Table 3-22-B

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 1

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
			Office Type I		
1	——[b]	1.5[c]	9.8+	3.1+	2.6–
2	2.1–	1.0–	——	1.9	2.4–
(D)[d] 3	1.6–	1.4–	1.8–	3.2+	2.3–
4	1.5–	1.2–	——	——	2.2–
5	1.4–	1.1–	4.1+	——	4.3
6	3.1	1.1–	1.6–	2.4+	2.4–
7	2.4–	1.5	1.8–	1.9	5.6
			Office Type II		
1	2.8	1.0–	1.6–	1.7–	4.2
2	2.5	1.2–	1.5–	1.1–	2.0–
(D) 3	——	——	1.8–	1.8	2.3–
4	1.3–	1.2–	——	1.1–	2.7–
5	2.8	——	——	1.0–	5.1
6	——	——	1.8–	1.1–	3.4
7	——	——	1.8–	1.0–	7.4+

(Continued)

Table 3-22-B (Continued)

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 1

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
			Office Type III		
1	3.2	1.7	——	2.2	2.6–
2	3.0	0.9–	2.7+	2.2	2.5–
(D) 3	2.6	1.8	——	1.9	——
4	2.2–	——	——	1.6–	3.0
5	3.0	——	——	1.8	4.0
6	2.3–	——	——	1.7–	2.6–
7	2.6	——	——	1.7–	4.0
			Office Type IV		
1	——	——	——	2.5+	——
2	——	——	——	3.0+	——
(D) 3	3.0	1.4–	——	2.9+	——
4	——	——	——	2.9+	2.5–
5	2.3–	——	——	2.6+	8.8+
6	2.2–	——	——	2.6+	6.3+
7	——	——	——	2.6+	8.9+
			Office Type V		
1	——	——	——	——	——
2	——	——	——	——	3.0
(D) 3	——	——	——	——	——
4	——	——	——	——	——
5	——	——	——	——	——
6	——	——	——	——	3.8
7	——	——	——	——	8.1+

[a] Based on data pooled for the five Office Types.

[b] ——Task performed by less than 50% of job incumbents.

[c] –, unmarked, and + entries indicate relative time score is in lowest, middle, and highest third of the distribution, respectively for all respondents of the given job position.

[d] (D) Designates task directly involved in caseload decision making.

3-22-B indicates that a description of how relative time is spread depends largely on which office type is being examined.

Some of the difference between office types is attributable to the fact that referral processing (all steps prior to the enrollment interview) is handled differently in the multi-team office (Types IV and V) than in the office staffed with a single WIN team. The multi-team offices frequently have a centralized (nonteam) staff that accomplishes varying extents of this initial processing. In the large four-or-more team offices (Type V) referral processing, up through scheduling for the enrollment interview, was frequently done by nonteam staff. Thus, in these instances the teams' major involvement in this duty area is that of the clerical members in maintaining records on applicants or enrollees assigned to the team (Task 7).

In general, we would have to say that the clerical members "specialization" in this area is based on consistent involvement in all of these tasks; as referral processing tasks are taken over by nonteam staff, the clerical member is the only team member to retain any task responsibility in this duty area.

Aside from the clerical member, the work-training specialist and the coach tend to be most consistently involved in referral processing done by the team. The level of the work-training specialists' involvement appears to vary from a consistent, but relatively minimal level of involvement in Office Type II, to the consistently high level of task involvement shown in Office Type IV. The coaches report level of involvement varying from a generally minimal level over most tasks for Office Type I to the average level of involvement on most tasks reported in Office Type III.

Task 3, the decision-making task in this duty area, consumes a relatively large amount of the work-training specialists' task time in Office Types I and IV, and an average amount of time in Office Type II. In Office Types I and II the clerical member appears to be the chief "other member" involved with the work-training specialist in this decision making task; in Office Types III and IV the clerical member is not involved and, instead, the coach is the chief "other member."

The task data for Duty Area 2 are presented in Table 3-23. In the earlier discussion of Duty Area 2, the one job position identified as tending to specialize in this area was the work-training specialist. Scanning the work-training specialists' column in Table 3-23-B for plus signs, it can be seen that this job position is the one that most consistently expends relatively large amounts of its task time in this duty area. The clerical member of the team has little involvement in this duty area with the exception of Tasks 10 and 13. Enrollment interviews are conducted by all four of the remaining members of the team, with counselors tending to put in somewhat less of their time on this task than the other members.

The pattern of job position involvement in the three decision tasks in Duty Area 2 varies with office type. In general, the counselor, job developer, work-training specialist, and coach are all involved in each of the decision tasks but not within each office type. In terms of these respondents, work-training specialists tend to expend proportionately more of their time than do counselors or job developers in deciding on appropriateness of enrollment; note, though, in Office Types III and IV that coaches also report comparable magnitudes of relative time in this task. Only in Office Type V does identification of new enrollee as job ready (Task 14) appear to command a relatively large amount of the job developer's time. Task 15, identifying a new enrollee's need for education, training, or special employability orientation services consistently consumes a relatively large proportion of the counselors' task time. With the exception of Office Type I, it also consumes a relatively large amount of the work-training specialists' time. It is of interest to note that coaches in Office Types I and IV expend what is for them average task time on this decision task, while in Office Type V they report expending relatively more time than any other job position.

Table 3-24 deals with the task information for Duty Area 3, which was earlier characterized (Table 3-20) as an area in which counselors showed evidence of specialization. It will be noted that counselors are the only job position consistently performing all tasks. Development of initial assignment plans, the decision-making task in this duty area, also consistently commands the greatest relative amount of their time. The patterns of task involvement for job developers and work-training specialists tends to suggest that these two job positions are used almost as alternates for one another.

Table 3-25 presents the task statements and data for Duty Area 4 which was also described earlier as an area showing evidence of counselor specialization. Scanning of the

Table 3-23-A

Task Statements: Duty Area 2

Accomplishes Enrollment and Initial Assessment of Applicant

8. Conducts enrollment interview with applicant.

(D)[a] 9. Decides on the appropriateness of enrollment on the basis of the additional information obtained during the enrollment interview.

10. Completes enrollment of applicants considered appropriate for enrollment.

11. Discusses with applicant who refuses enrollment his reasons for refusing and explains possible consequences of refusal.

12. Schedules applicant who continues to refuse enrollment for a Determination decision.

13. Refers applicants interviewed and considered not appropriate candidates for enrollment back to Welfare Department.

(D) 14. Identifies new enrollee as job ready.

(D) 15. Identifies new enrollee as requiring education, training, and/or special employability orientation services.

---

[a](D) designates task directly involved in accomplishing caseload decisions.

Table 3-23-B

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 2

Task Number	Coach	Counselor	Job Developer	Work–Training Specialist	Clerical
		Office Type I			
8	1.8–[b]	2.2+	2.4	5.3+	2.2–
(D)[c] 9	1.6–	1.7	2.3	2.6+	––[d]
10	––	2.3+	2.1	4.5+	2.8–
11	2.8	1.4–	1.5–	––	––
12	––	1.0–	––	––	––
13	––	1.4–	––	––	2.5–
(D) 14	2.6	1.8	1.8–	––	––
(D) 15	2.9	2.2+	1.9–	1.6–	––
		Office Type II			
8	3.0	1.4–	2.3	2.0	––
(D) 9	––	1.3–	1.8–	1.7–	––
10	2.8	1.5	1.9–	1.9	5.6
11	2.2–	1.2–	1.7–	1.8	––
12	––	––	––	1.2–	––
13	1.5–	1.2–	0.9–	0.9–	3.3
(D) 14	––	1.4–	2.1	2.2	––
(D) 15	––	2.2+	1.8–	3.0+	––

(Continued)

Table 3-23-B (Continued)

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 2

Task Number	Coach	Counselor	Job Developer	Work–Training Specialist	Clerical
		Office Type III			
8	2.8	1.9	3.9+	4.9+	——
(D) 9	2.9	1.5	——	2.1	——
10	3.6+	1.6	2.2	3.0+	3.9
11	2.2–	——	2.0	1.2–	——
12	——	——	——	0.9–	——
13	1.8-	1.0–	——	1.8	2.0–
(D) 14	1.3–	2.1+	——	2.4+	——
(D) 15	1.9–	2.8+	2.0	2.4+	——
		Office Type IV			
8	3.6+	2.3+	2.2	2.6+	——
(D) 9	3.1	1.9	——	2.7+	——
10	3.3	2.6+	1.8–	2.4+	——
11	——	——	——	2.1	——
12	——	——	——	2.7+	——
13	——	0.9–	——	2.9+	——
(D) 14	——	1.8	2.4	2.4+	——
(D) 15	2.5	2.9+	2.1	3.7+	——
		Office Type V			
8	4.7+	——	1.9–	4.2+	——
(D) 9	——	——	1.9–	4.2+	——
10	——	1.7	1.7–	4.2+	4.1
11	4.0+	1.3–	1.5–	——	——
12	——	——	——	——	——
13	——	——	1.0–	——	——
(D) 14	——	1.8	3.2+	2.2	——
(D) 15	4.8+	3.3+	2.0	2.4+	——

[a] Based on data pooled for the five Office Types.

[b] –, unmarked, and + entries indicate relative time score is in lowest, middle, and highest third of the distribution, respectively for all respondents of the given job position.

[c] (D) Designates task directly involved in caseload decision making.

[d] ——Task performed by less than 50% of job incumbents.

Table 3-24-A

Task Statements: Duty Area 3

Accomplishes Initial Assignment of Enrollee.

(D)[a] 16. Develops initial assignment plans for a new enrollee.

17. Refers new enrollees considered employable to job placement service.

18. Arranges for new enrollees to be enrolled in WIN Orientation.

19. Refers new enrollees for further, more extensive, vocational assessment.

20. Refers new enrollees possessing employable skills but exhibiting special employability problems to special employment preparation sessions.

---

[a] (D) designates task directly involved in accomplishing caseload decisions.

Table 3-24-B

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 3

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
		Office Type I			
(D)[b] 16	--[c]	2.0+[d]	--	--	--
17	--	1.4–	2.3	2.4+	--
18	3.0	1.7	--	--	2.5–
19	--	1.7	--	3.8+	--
20	--	1.3–	--	--	--
		Office Type II			
(D) 16	--	2.7+	1.2–	1.5–	--
17	--	2.1+	2.5+	1.7–	--
18	2.0–	1.9	2.6+	1.6–	--
19	--	1.8	--	1.9	--
20	--	1.6	--	1.8	--
		Office Type III			
(D) 16	--	3.0+	--	1.4–	--
17	--	1.8	--	1.7–	--
18	--	2.3+	--	2.0	3.2
19	1.3–	2.4+	--	--	--
20	--	2.2+	--	1.8	--

(Continued)

Table 3-24-B *(Continued)*

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 3

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
		Office Type IV			
(D) 16	2.6	2.8+	——	——	——
17	——	1.9	2.6+	1.7–	——
18	2.1–	2.2+	1.2–	2.4+	——
19	——	2.4+	——	3.6+	——
20	——	2.3+	——	2.3	——
		Office Type V			
(D) 16	——	3.0+	1.8–	2.0	——
17	——	1.7	2.9+	——	——
18	——	2.3+	1.6–	——	——
19	——	2.2+	1.8–	1.8	——
20	——	2.3+	2.2	——	——

[a] Based on data pooled for the five Office Types.

[b] (D) Designates task directly involved in caseload decision making.

[c] ——Task performed by less than 50% of job incumbents.

[d] –, unmarked, and + entries indicate relative time score is in lowest, middle, and highest third of the distribution, respectively for all responderts of the given job position.

counselors column in Table 3-25-B leads to the observation that counselors consistently devote relatively large proportions of their task time to all tasks in this duty area with the exceptions of conducting orientation (Task 21) and administration of tests and other assessment procedures (Task 25). With reference to the three decision-related tasks, with the exception of Office Type I the counselor spends relatively more of his task time on these tasks than does any other team member.

Task data for Duty Area 5 are presented in Table 3-26. In the earlier discussion of duty area performance, both coaches and counselors were described as specializing in this duty area. Of the two job positions, coaches expended the greatest relative amount of time in this area. In examining the coaches column it will be noted that with the exception of Office Type V, coaches report little or no involvement in the two decision-related tasks dealing with reappraisal and modification of employability plans (Tasks 38 and 39). In Office Types II, III, and IV, the counselors show the major relative time involvement in these tasks. In Office Type I, no job position expends more than an average amount of their task time on these two tasks. In Office Type V, coaches appear to be used in a major fashion to identify the need for employability plan revisions (Task 38) and are also involved to a lesser extent in accomplishing the revisions along with counselors, job developers, and work-training specialists.

Table 3-25-A

Task Statements: Duty Area 4

Assists Enrollee in Developing Vocational Goals and Plans for Attaining These Goals

21. Plans or assists in planning and conducting WIN Orientation sessions.

22. Conducts sessions with enrollees to assist them in identifying and coping with attitudes and habits which are likely to interfere with attainment of employment goals.

(D)[a] 23. Determines which assessment procedure or techniques will be appropriate for use with a particular enrollee.

24. Arranges for administration of the selected assessment tests or procedures.

25. Administers standard tests and other assessment procedures to enrollees.

26. Interprets the results of standard tests and other assessment procedures in terms of their implications for the future plans of the individual enrollee.

27. Reviews work history, educational achievement, and job related aptitudes with individual enrollee in relation to possible training and vocational goals.

(D) 28. Identifies employability goals appropriate to the enrollee.

(D) 29. Determines the specific educational, work, and/or training components to which the enrollee will be assigned.

30. Makes arrangements for the enrollee to obtain the education, training, work experience, or job placement services appropriate to his employability plan.

---

[a] (D) designates task directly involved in accomplishing caseload decisions.

Table 3-25-B

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 4

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
		Office Type I			
21	4.0+[b]	1.2–	1.7–	3.1+	2.2–
22	––[c]	1.8	––	3.2+	––
(D)[d] 23	––	1.7	––	2.2	––
24	––	1.9	––	––	––
25	––	1.2–	––	5.1+	––
26	––	2.2+	––	––	––
27	––	2.2+	2.8+	2.4+	––
(D) 28	––	2.4+	2.2	2.8+	––
(D) 29	––	2.4+	2.3	2.7+	––
30	3.2	1.9	2.5+	3.0+	––

(Continued)

Table 3-25-B (Continued)

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 4

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
		Office Type II			
21	4.0+	1.8	2.3	1.7–	––
22	2.4–	3.2+	1.6–	1.7–	––
(D) 23	––	3.0+	––	1.3–	––
24	2.5	2.2+	––	1.4–	––
25	––	1.2–	––	1.3–	––
26	––	2.7+	1.5–	1.4–	––
27	––	3.5+	2.4	2.0	––
(D) 28	––	3.6+	1.8	1.6–	––
(D) 29	––	3.4+	1.1–	1.7–	––
30	––	3.1+	5.2+	3.4+	––
		Office Type III			
21	––	1.6	3.0+	2.5+	––
22	3.4	2.7+	1.5–	2.4+	––
(D) 23	1.8–	2.4+	––	2.5+	––
24	––	2.2+	––	2.2	––
25	––	1.7	––	––	––
26	––	3.2+	––	––	––
27	2.0–	3.5+	2.1	4.5+	––
(D) 28	1.6–	3.3+	2.0	2.0	––
(D) 29	––	3.4+	––	2.2	––
30	2.0–	3.3+	2.9+	3.4+	2.3–
		Office Type IV			
21	––	––	2.0	––	––
22	3.2	4.3+	2.5+	––	––
(D) 23	––	3.0+	––	––	––
24	––	2.6+	––	1.2–	––
25	––	––	––	1.3–	––
26	––	3.3+	––	1.4–	––
27	––	3.5+	2.9+	2.2	––
(D) 28	2.5	3.3+	2.4	––	––
(D) 29	––	3.0+	––	2.6+	––
30	––	2.9+	2.7+	3.8+	––

(Continued)

Table 3-25-B (Continued)

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 4

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
			Office Type V		
21	4.1+	--	--	--	--
22	3.3	2.9+	2.4	1.6–	--
(D) 23	2.0–	2.6+	1.1–	--	--
24	--	2.2+	--	--	--
25	--	0.9–	--	--	--
26	--	3.0+	--	--	--
27	2.3–	3.7+	3.4+	2.4+	--
(D) 28	--	3.7+	2.0	2.1	--
(D) 29	--	3.3+	1.5–	2.2	--
30	1.8–	3.0+	2.0	3.2+	--

[a] Based on data pooled for the five Office Types.

[b] –, unmarked, and + entries indicate relative time score is in lowest, middle, and highest third of the distribution, respectively for all respondents of the given job position.

[c] ––Task performed by less than 50% of job incumbents.

[d] (D) Designates task directly involved in caseload decision making.

In terms of rank order, monitoring enrollees' attendance and progress (Task 33), and contacting enrollees to determine reasons for non-attendance (Task 34), tend to consume the greatest proportion of coaches' task time in all office types. However, contacting individual enrollees to follow-up on aid and services (Task 32), discussing with enrollee his refusal or failure to participate or accept placement referrals (Tasks 35 and 36), and carrying out follow-up services (Tasks 40 and 41) are also tasks which are nearly equal in the coaches relative expenditure of task time. Decision-related tasks dealing with referral of enrollees for termination (Tasks 42 and 43) do not appear to be consistently identified with any one job positon.

Task data for Duty Area 6 are presented in Table 3-27. In general, these tasks represent minimal relative time involvement for counselors, job developers, and

Table 3-26-A

Task Statements: Duty Area 5

Assists Enrollee in Obtaining Needed Services and Supervises His Progress During Enrollment

31. Coordinates with Welfare representative to assist enrollee in obtaining aid and services required to enable him to continue to participate in the program.

32. Contacts individual enrollees to determine whether or not they are receiving aid and services for which arrangements were made.

33. Monitors enrollee's attendance and progress in achievement during enrollment in education, training, or work experience components.

34. Contacts individual enrollees who have missed appointments or failed to attend education, training, or work experience sessions, to determine reason for non-attendance.

35. Discusses with enrollee his refusal to accept assignment or his failure to participate in component and explains possible consequences of continued refusal to participate.

36. Discusses with enrollee his failure or refusal to accept referral to employment or to accept employment offered and explains possible consequences of continued failure or refusal.

37. Schedules enrollees who fail to participate or fail to accept employment referrals or employment offers for Determination decision.

(D)[a] 38. Determines through periodic reassessment of individual enrollees' status and progress, whether or not there is need for revision of the individual's employability plan.

(D) 39. Modifies or reorients enrollee's employability plan and the services provided on the basis of decisions made during reassessment of his progress.

40. Provides regular follow-up services for enrollees who have obtained job positions.

41. Provides intensive follow-up services for enrollees who have obtained job position.

(D) 42. Identifies and refers for termination enrollees who have proven unable to progress sufficiently to make further utilization of WIN services practical.

(D) 43. Identifies and refers for termination enrollees who are satisfactorily employed and are no longer in need of WIN program services.

---

[a] (D) designates task directly involved in accomplishing caseload decisions.

Table 3-26-B

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 5

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
			Office Type I		
31	3.8+[b]	1.7	1.7–	2.1	——[c]
32	5.1+	1.5	——	2.5+	——
33	8.0+	1.4–	3.2+	2.3	3.1
34	6.6+	1.7	1.9–	2.7+	——
35	3.8+	1.9	2.1	1.8	——
36	4.1+	1.8	2.4	1.6–	——
37	——	1.4–	——	2.1	——
(D)[d] 38	——	1.8	2.1	1.8	——
(D) 39	——	1.9	——	——	——
40	4.6+	1.4–	2.0	2.0	2.1–
41	4.7+	1.2–	2.4	1.7–	2.9–
(D) 42	2.7	1.5	2.5+	1.9	——
(D) 43	3.3	1.6	2.4	1.8	2.3–
			Office Type II		
31	2.8	1.8	1.7–	1.4–	——
32	4.0+	1.4–	1.5–	1.1–	——
33	3.9+	2.0+	1.5–	1.6–	——
34	4.4+	1.2–	1.9–	1.2–	——
35	4.0+	1.8	1.7–	1.6–	——
36	3.4	1.7	2.3	1.8	——
37	2.1–	1.2–	1.8–	1.1–	——
(D) 38	——	2.8+	1.3–	1.8	——
(D) 39	——	2.7+	——	1.2–	——
40	2.6	1.0–	2.7+	1.6–	——
41	2.7	0.9–	1.8–	1.7–	——
(D) 42	2.4–	1.8	1.4–	1.9	——
(D) 43	2.4–	1.5	2.7+	1.5–	——
			Office Type III		
31	2.7	1.8	1.7–	1.9	——
32	3.3	1.4–	1.7–	2.0	——
33	3.9+	1.8	1.9–	3.5+	4.2
34	4.3+	1.9	1.8–	3.1+	3.2
35	3.3	1.8	2.3	1.7–	——
36	3.3	1.5	2.3	2.2	——
37	——	1.4–	2.0	——	——
(D) 38	——	2.8+	1.8–	1.9	——
(D) 39	——	2.8+	——	——	——
40	4.1+	1.0–	3.2+	2.5+	——
41	4.2+	——	2.5+	——	——
(D) 42	2.5	1.5	2.1	——	——
(D) 43	2.0–	1.4–	3.0+	2.4+	——

(Continued)

Table 3-26-B *(Continued)*

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 5

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
		Office Type IV			
31	3.3	2.5+	2.1	1.8	––
32	4.1+	2.0+	1.2–	1.3–	––
33	5.0+	2.3+	2.2	2.8+	––
34	6.8+	2.3+	1.2–	2.8+	––
35	4.3+	2.8+	1.1–	2.0	––
36	3.4	2.3+	2.0	1.7–	––
37	2.5	––	2.4	––	––
(D) 38	2.2–	2.2+	––	1.7–	––
(D) 39	––	2.4+	––	––	––
40	3.4	1.3–	2.7+	2.1	––
41	3.0	––	3.2+	1.7–	––
(D) 42	2.8	1.8	1.3–	2.0	––
(D) 43	2.8	1.5	1.8–	2.1	––
		Office Type V			
31	4.0+	2.2+	1.2–	2.2	––
32	5.4+	1.5	––	2.0	––
33	5.7+	2.0+	1.3–	2.9+	––
34	6.6+	2.2+	1.4–	2.8+	2.6–
35	4.0+	2.1+	1.9–	2.6+	––
36	3.3	1.8	2.1	2.4+	––
37	3.7+	––	1.5–	––	––
(D) 38	4.4+	2.8+	2.2	2.7+	––
(D) 39	2.8	2.9+	2.0	1.9	––
40	5.4+	1.0–	4.9+	––	––
41	4.3+	––	4.1+	––	––
(D) 42	2.4–	2.1+	1.8–	1.5–	––
(D) 43	2.5	1.3–	3.7+	2.0	––

---

[a] Based on data pooled for the five Office Types.

[b] –, unmarked, and + entries indicate relative time score is in lowest, middle, and highest thirds of the distribution, respectively for all respondents of of the given job position.

[c] ––Designates task performed by less than 50% of job incumbents.

[d] (D) Designates task directly involved in caseload decision making.

Table 3-27-A

Task Statements: Duty Area 6

Conducts Determinations in Case of Applicant/Enrollee Referred for Determination Decision

(D)[a] 44. Determines whether enrollee's refusal of employment was with or without good cause.

(D) 45. Determines whether enrollee's refusal of referral to employment was with or without good cause.

(D) 46. Determines whether applicant's refusal to enroll was with or without good cause.

(D) 47. Determines whether enrollee's refusal of assignment in WIN was with or without good cause.

(D) 48. Determines whether enrollee's de facto refusal to participate is with or without good cause.

49. Notifies enrollee of the Determination decision, the effect it will have on his Welfare grant, and his future status in the WIN program.

50. Notifies Welfare Department of the Determination decision.

51. Notifies enrollee whose refusal is considered not valid of his right to appeal and the procedures for appeal.

52. Represents the Department of Employment at WIN Appeal Hearings.

[a] (D) designates tasks directly involved in accomplishing caseload decisions.

Table 3-27-B

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 6

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
		Office Type I			
(D)[b] 44	--[c]	1.8[d]	2.1	1.5–	--
(D) 45	--	1.7	2.0	1.4–	--
(D) 46	--	1.4–	1.1–	1.4–	--
(D) 47	--	1.6	1.1–	1.5–	--
(D) 48	--	1.8	1.0–	1.4–	--
49	--	1.7	--	1.7–	1.3–
50	--	1.3–	--	--	1.3–
51	--	1.6	--	--	--
52	--	--	--	--	--
		Office Type II			
(D) 44	--	1.5	1.9–	1.6–	--
(D) 45	--	1.3–	1.9–	1.5–	--
(D) 46	--	1.2–	1.5–	1.4–	--
(D) 47	1.7–	1.2–	1.5–	1.5–	--

(Continued)

Table 3-27-B (Continued)

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 6

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
Office Type II (Continued)					
(D) 48	--	1.1–	1.5–	1.4–	--
49	1.9–	0.8–	--	1.4–	--
50	--	0.9–	--	1.1–	--
51	--	0.9–	--	1.2–	--
52	--	1.0–	--	0.8–	--
Office Type III					
(D) 44	1.7–	1.7	1.9–	--	--
(D) 45	--	1.5	1.7–	--	--
(D) 46	--	1.2–	--	--	--
(D) 47	--	1.7	--	--	--
(D) 48	--	1.6	--	--	--
49	--	1.1–	--	--	2.2–
50	--	1.4–	--	--	2.5–
51	--	1.2–	--	--	2.4–
52	--	--	--	--	--
Office Type IV					
(D) 44	--	1.2–	2.8+	1.4–	--
(D) 45	--	1.2–	2.4	1.4–	--
(D) 46	--	1.4–	2.6+	1.5–	--
(D) 47	--	1.2–	--	--	--
(D) 48	--	1.6	--	--	--
49	3.5+	1.4–	--	--	--
50	--	1.6	--	--	--
51	--	0.9–	--	--	--
52	--	--	--	--	--
Office Type V					
(D) 44	1.6–	1.3–	—	3.2+	—
(D) 45	1.8–	1.1–	—	2.8+	--
(D) 46	2.1–	--	--	--	--
(D) 47	1.7–	1.2–	--	2.5+	--
(D) 48	1.9–	1.4–	--	2.4+	--
49	3.6+	1.2–	--	--	--
50	--	1.2–	--	--	--
51	--	1.0–	--	1.8	--
52	--	--	--	--	--

---

[a] Based on data pooled for the five Office Types.

[b] (D) Designates task directly involved in caseload decision making ·

[c] --Designates task performed by less than 50% of job incumbents.

[d] –, unmarked, and + entries indicate relative time score is in lowest, middle, and highest third of the distribution, respectively for all respondents of the given job position.

work-training specialists. The one exception is in Office Type V where work-training specialists reported spending relatively large amounts of time in conducting or processing determinations.

Table 3-28 presents the task data for Duty Area 7. Three job positions were described earlier as showing evidence of specialization in this area. These three were counselors, job developers, and work-training specialists, with the job developers possibly giving this area slightly greater emphasis than the other two positions. The data in Table 3-28-B indicate that the slightly greater relative time emphasis the job developer shows in the duty area, as a whole, is based on slightly greater relative time involvement in analyzing labor market requirements (Task 53) and in determining likely occupational goal areas in the local labor market (Task 55).

In the offices located in the large SMSAs, (Types III, IV, and V) the work-training specialist appears as the only team member position devoting relatively large amounts of his task time to monitoring operation of education, work, and training components (Task 58). Counselors show relatively little involvement in developing contract agreements (Task 57) or monitoring components (Task 58), while their level of involvement in the other tasks varies widely with office type. On the two decision-related tasks, job developers are the ones who consistently expend the greatest relative amount of their task time in identifying likely occupational goal areas in the local labor market (Task 55), while work-training specialists and job developers both expend relatively large amounts of their task time in identifying qualified agencies to conduct education, work, and training components (Task 56).

Table 3-29 presents the task data for Duty Area 8. In the earlier discussion of relative time expended for the duty area as a whole, job developers were identified as the position showing evidence of specialization in this area. Table 3-29-B reflects an absence of coaches and clerical members' performance in this area. Counselors show only one consistent entry in this area and that appears to be in a consultive role in which the job developers and work-training specialists also participate (Task 66). While there is not a clear different pattern of task performance between the job developers and work-training specialists in this duty area, there is a relatively clear difference in level of relative task time involvement for the two positons.

Task data for Duty Area 9 are presented in Table 3-30. In the earlier discussion of relative time expended in duty areas, it was noted that approximately 50% of the participating single team offices (Office Types I, II, and III) had an individual in a team member supervisor position. Figure 3-13, presented in the context of that discussion, illustrated the realtive time emphasis these individuals reported in this duty area as an area of supervisor specialization. We are interested in those individuals filling the basic team member positions and will deal with the team member supervisor and team leader performance as a job position group in the final analyses of these data to be reported in Phase II of this study. Of primary interest in Table 3-30-B is the fact that team members in Office Type IV report being almost totally disengaged from the team administrative functions while counselors in Office Types III and V report expending relatively large amounts of their task time on several of these tasks, and counselors in Office Types I and II report expending average amounts of their relative task time. In the single-team offices (Types I, II, and III) the clerical member shows up as the chief "other team member" involved. The planning and conducting of in-service training for team members is not a function assigned to the local office staff, and hence appears as tasks not performed in all office types.

Table 3-28-A

Task Statements: Duty Area 7

Provides Education and Work and Training Component Resources to Service the Job-Preparation Needs of WIN Enrollees

---

53. Analyzes present and projected labor market requirements in light of anticipated job qualification characteristics of WIN enrollees, and extent and kinds of vocational preparation feasible within the framework of the WIN program.

54. Reviews on a continuing basis, the vocational plans and aspirations of enrollees in the program.

(D)[a] 55. Determines the occupational areas in the local labor market likely to serve as the goals of enrollees' employability plans.

(D) 56. Identifies qualified agencies within the local area competent to provide education or work training component services consistent with the WIN program's objectives.

57. Develops agreements with qualified agencies to provide education or work training programs.

58. Monitors operation of education and work and training components to assure that they continue to meet WIN enrollee needs and WIN program standards.

---

[a] (D) designates task directly involved in accomplishing caseload decisions.

Table 3-28-B

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 7

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
		Office Type I			
53	——[b]	1.4–[c]	3.0+	2.6+	——
54	2.3–	1.8	2.1	2.8+	——
(D)[d] 55	——	1.6	2.9+	2.2	——
(D) 56	——	1.8	2.9+	2.2	——
57	——	1.4–	3.3+	2.4+	——
58	——	1.2–	2.7+	2.3	——
		Office Type II			
53	——	1.8	2.5+	2.1	——
54	——	3.0+	2.1	1.9	——
(D) 55	——	2.3+	2.0	2.0	——
(D) 56	——	2.1+	4.0+	2.1	——
57	——	1.5	3.1+	3.1	——
58	——	1.3–	1.4–	1.9	——

(Continued)

Table 3-28-B *(Continued)*

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 7

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
		Office Type III			
53	--	2.1+	3.2+	2.3	--
54	2.0–	2.8+	2.2	2.2	--
(D) 55	--	2.6+	2.9+	1.9	--
(D) 56	2.1–	2.0+	2.7+	3.1+	--
57	--	--	2.6+	3.5+	--
58	--	--	2.4	3.6+	--
		Office Type IV			
53	--	1.6	3.8+	2.5+	--
54	--	2.1+	2.2	2.1	--
(D) 55	--	1.5	4.2+	2.3	--
(D) 56	--	1.7	2.8+	3.6+	--
57	--	1.2–	3.2+	3.5+	--
58	--	--	--	3.5+	--
		Office Type V			
53	--	1.8	3.6+	2.8+	--
54	3.7+	2.8+	2.6+	3.0+	--
(D) 55	--	2.0+	3.3+	2.5+	--
(D) 56	--	1.4–	3.4+	2.5+	--
57	--	--	3.4+	3.5+	--
58	--	--	--	3.1+	--

[a] Based on data pooled for the five Office Types.

[b] --Designates task performed by less than 50% of job incumbents.

[c] –, unmarked, and + entries indicate relative time score is in lowest, middle, and highest third of the distribution, respectively for all respondents of the given job position.

[d] (D) Designates task directly involved in caseload decision making.

Table 3-31 presents the task data for the last of the JAI duty areas, Area 10. This was a duty area in which the clerical member clearly showed evidence of specialization and was joined to a lesser extent by the coach. Table 3-31-B shows the clerical members' relative task time spread over all tasks with each consuming either an average or relatively large amount of their task time. The major record task for the remaining four job positions is, of course, recording enrollee's progress notes (Task 76). In the single-team offices (Types I, II, and III), major additional tasks reported consistently by the coaches are maintenance of current enrollment status records (Task 79) and preparation of WIN incentive payment forms (Task 81). These latter two tasks are not usually performed by coaches in the multi-team offices (Types IV and V).

Table 3-29-A

Task Statements: Duty Area 8

Develops and/or Locates Job Opportunities for WIN Enrollees

59. Studies employment practices and problems of local public and private employers to identify areas which might permit development of increased employment opportunities for WIN enrollees.
60. Interests and assists employers in identifying and modifying irrelevant or unrealistically stringent employment standards.
61. Interests and assists employers in restructuring jobs and career advancement opportunities.
62. Works with or through job development personnel of other agencies to achieve increased employment opportunities for WIN enrollees.
63. Initiates and maintains contacts with local employers in an effort to locate and identify appropriate jobs for specific WIN enrollees.
64. Works through the local State Employment Office to locate job opportunities for WIN enrollees nearing completion of their employment preparation or training.
65. Advises the team regarding the adequacy of training services provided and their relevance to employers' hiring standards and the skills required on the job.
66. Advises the team regarding the appropriateness of individual enrollees' employability plans in relation to job opportunities and hiring standards.

Table 3-29-B

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 8

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
		Office Type I			
59	--[b]	1.2–[c]	7.3+	1.8	--
60	--	--	2.4	--	--
61	--	--	2.3	--	--
62	--	1.0–	2.7+	2.2	--
63	2.1–	1.3–	3.4+	2.4+	--
64	--	1.1–	2.8+	1.8	--
65	--	--	2.5+	1.9	--
66	--	1.6	2.3	1.9	--
		Office Type II			
59	--	--	4.1+	1.9	--
60	--	--	2.3	1.5–	--
61	--	--	2.1	1.7–	--
62	--	--	3.0+	1.8	--

(Continued)

Table 3-29-B (Continued)

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 8

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
Office Type II (Continued)					
63	——	——	5.6+	1.5–	——
64	——	1.0–	3.9+	2.0	——
65	——	0.9–	3.2+	2.0	——
66	——	2.3+	3.0+	1.8	——
Office Type III					
59	——	——	3.4+	1.6–	——
60	——	——	2.3	——	——
61	——	——	2.4	——	——
62	——	——	3.5+	——	——
63	——	——	3.5+	——	——
64	——	——	3.0+	2.0	——
65	——	——	2.3	3.4+	——
66	——	1.8	2.4	2.4+	——
Office Type IV					
59	——	——	4.2+	2.3	——
60	——	——	3.5+	——	——
61	——	——	2.7+	——	——
62	——	——	3.6+	——	——
63	——	——	4.6+	2.0	——
64	——	——	3.8+	1.9	——
65	——	1.5	3.6+	1.9	——
66	——	1.8	3.7+	1.8	——
Office Type V					
59	——	0.8–	3.5+	——	——
60	——	——	2.9+	——	——
61	——	——	2.3	——	——
62	——	——	3.1+	——	——
63	——	——	4.0+	1.5–	——
64	——	——	4.6+	1.6–	——
65	——	——	2.8+	3.0+	——
66	——	1.9	4.4+	2.8+	——

[a] Based on data pooled for the five Office Types.

[b] ——Designates task performed by less than 50% of job incumbents.

[c] –, unmarked, and + entries indicate relative time score is in lowest, middle, and highest third of the distribution, respectively for all respondents of the given job post.

Table 3-30-A

Task Statements: Duty Area 9

Performs Internal Team Management Functions Necessary to Coordinate and Support Team Member Efforts With the Individual Enrollees

67. Plans and/or supervises the maintenance of an individual case folder record system.
68. Plans and/or supervises the maintenance of a system to provide Team members with information concerning the current enrollment status of each enrollee.
69. Calls or arranges scheduling of Team conferences to accomplish employability planning for individual enrollees.
70. Assigns or distributes enrollee caseload responsibilities to individual Team members.
71. Plans in-service training and workshops for WIN Team members.
72. Conducts in-service training and workshops for WIN Team members.
73. Attends in-service training and workshops for WIN Team members.
74. Reads and reviews WIN directives to keep abreast of program guidance relevant to Team members' duties and functions.

Table 3-30-B

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 9

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
			Office Type I		
67	——[b]	1.7[c]	——	——	4.8
68	——	1.5	——	——	5.0
69	——	1.4–	1.7–	——	1.7–
70	——	——	——	——	——
71	——	——	——	——	——
72	——	——	——	——	——
73	2.0–	1.3–	1.4–	2.1	——
74	5.7+	1.7	2.0	3.5+	3.2
			Office Type II		
67	——	1.4–	——	1.6–	5.2
68	——	1.5	——	1.3–	7.1+
69	——	1.6	——	1.0–	2.6–
70	——	——	——	——	——
71	——	——	——	——	——
72	——	——	——	——	——
73	——	1.0–	1.2–	1.8	——
74	4.9+	1.2–	1.9–	1.8	2.9–

(Continued)

Table 3-30-B (Continued)

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 9

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
Office Type III					
67	——	——	——	1.8	3.0
68	——	2.1+	——	2.1	4.7
69	——	2.1+	——	——	2.3–
70	——	2.6+	——	——	——
71	——	——	——	——	——
72	——	——	——	——	——
73	——	1.2–	2.6+	——	——
74	——	1.5	2.7+	6.9+	3.8
Office Type IV					
67	——	——	——	——	——
68	——	——	——	——	——
69	——	——	——	——	——
70	——	——	——	——	——
71	——	——	——	——	——
72	——	——	——	——	——
73	——	1.4–	——	1.8	——
74	——	1.6	1.7–	2.9+	——
Office Type V					
67	——	2.8+	——	——	——
68	——	2.8+	——	——	——
69	——	2.7+	——	——	——
70	——	2.6+	——	——	——
71	——	——	——	——	——
72	——	——	——	——	——
73	——	1.4–	1.7–	1.6–	——
74	——	1.8	1.9–	3.0+	——

---

[a] Based on data pooled for the five Office Types.

[b] ——Designates task performed by less than 50% of job incumbents.

[c] –, unmarked, and + entries indicate relative time score is in lowest, middle, and highest third of the distribution, respectively for all respondents of the given job position.

Table 3-31-A

Task Statements: Duty Area 10

Performs Clerical Duties Required for Initiation and Maintenance of Records and Preparation of Reports

75. Initiates individual case folder for each new enrollee.
76. Records progress notes and other relevant information in the individual's enrollee's record folder.
77. Prepares letter or forms required to authorize the individual's enrollment in WIN components.
78. Prepares letters or forms required upon termination of an individual's enrollment in the program.
79. Maintains records showing current enrollment status of each enrollee.
80. Prepares letters or forms required to notify appropriate agencies of changes in the individual's enrollment status.
81. Prepares letters or forms required for enrollee to be authorized to receive WIN incentive payments.
82. Prepares monthly program activity or other periodic administrative reports.

Table 3-31-B

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 10

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
			Office Type I		
75	——[b]	——	——	——	3.4[c]
76	4.5+	2.2+	2.0	3.6+	3.5
77	——	1.4–	1.6–	3.5+	6.5+
78	——	1.2–	——	——	6.1+
79	4.0+	1.5	——	1.4–	7.4+
80	2.8	1.1–	——	1.3–	7.2+
81	4.4+	1.2–	——	——	7.0+
82	——	1.5	——	2.0	5.1
			Office Type II		
75	——	——	1.7–	1.4–	5.8
76	5.3+	2.4+	2.1	2.4+	4.6
77	3.0	——	2.2	1.3–	7.0+
78	2.3–	——	——	1.0–	5.9
79	3.5+	——	1.8–	1.1–	7.6+
80	2.9	1.7	2.0	1.2–	6.2+

(Continued)

Table 3-31-B (Continued)

Relative Time Scores by Tasks Which 50 Percent or More Job Incumbents Perform:[a] Duty Area 10

Task Number	Coach	Counselor	Job Developer	Work-Training Specialist	Clerical
		Office Type II (Continued)			
81	3.6+	——	2.2	1.2–	6.1+
82	——	——	——	1.0–	4.0
		Office Type III			
75	2.4–	——	——	3.4+	5.5
76	4.0+	2.4+	2.7+	3.4+	4.7
77	3.4	1.6	——	2.7+	7.0+
78	——	1.5	2.2	2.0	5.9
79	3.5+	1.5	——	2.8+	6.6+
80	1.9–	1.5	3.7+	2.5+	6.3+
81	4.5+	——	——	2.0	5.8
82	——	——	——	2.0	6.0+
		Office Type IV			
75	——	——	——	——	10.4+
76	4.3+	2.5+	3.1+	2.7+	6.3+
77	——	1.7	——	1.7–	9.0+
78	——	1.7	——	——	9.2+
79	——	2.1+	——	2.2	9.4+
80	——	1.5	1.6–	2.1	9.2+
81	——	1.1–	2.9+	1.6–	11.9+
82	——	——	——	——	7.8+
		Office Type V			
75	——	——	——	——	9.0+
76	5.6+	3.1+	2.8+	3.0+	6.2+
77	——	2.3+	——	2.8+	8.7+
78	——	1.6	——	2.8+	8.7+
79	——	2.6+	1.5–	3.5+	8.0+
80	——	2.0+	——	2.6+	7.6+
81	——	1.7	——	——	9.9+
82	——	——	——	3.0+	6.9+

[a] Based on data pooled for the five Office Types.

[b] ——Designates task performed by less than 50% of job incumbents.

[c] –, unmarked, and + entries indicate relative time score is in lowest, middle, and highest third of the distribution, respectively for all respondents of the given job position.

LITERATURE CITED
AND
APPENDICES

Literature Cited

1. Department of Labor. *The Work Incentive Program*, First Annual Report of the Department of Labor to the Congress on Training and Employment Under Title IV of the Social Security Act, Washington, June 1970.
2. Department of Labor. *Manpower Report of the President*, U.S. Government Printing Office, Washington, March 1970.
3. Department of Labor. *Manpower Report of the President*, U.S. Government Printing Office, Washington, April 1971.
4. Department of Labor, Office Manpower Management Data Systems, Manpower Administration. "WIN Program Data: Cumulative Enrollments and Terminations and Current Enrollment, by Region, State, and Project as of June 30, 1970" (monthly report).
5. Morsh, Joseph E. and Archer, Wayne B. *Procedural Guide for Conducting Occupational Surveys in the United States Air Force*, PRL-TR-67-11, Personnel Research Laboratory, Lackland Air Force Base, Texas, September 1967.

Appendix A

ADVANCE QUESTIONNAIRE FOR ON-SITE DATA COLLECTION

Human Resources Research Organization (HumRRO), Division No. 3
P. O. Box 5787, Presidio of Monterey, California 93940

TO: Supervisors of Local WIN Offices

The purpose of this questionnaire procedure is to enable us to identify in advance, the individual WIN staff members in your office whose cooperation we will need in completing a work activities inventory. Only certain sections of this questionnaire will apply to your office. Information given in the questions below will guide you to the appropriate sections. Directions for forwarding the completed form are provided in the attached cover letter from your State WIN office. Thank you for your assistance.

* * * * * *

I. In the organization of your office are there WIN staff members whom you would identify as belonging to a particular Team? YES _____ NO _____

If "NO" answer the questions in Section D, page 6.

II. If there are WIN staff members in your office that you identify as belonging to a particular WIN team, and if these members form

  A. ONLY ONE WIN TEAM, physically located in your office, answer the questions in Sections A & C, pages 2 & 4.

  B. TWO OR MORE WIN TEAMS, physically located in your office, answer the questions in Sections B & C, pages 3 & 4.

III. Complete the information requested above and then fill in the information requested in Section E, page 8.

SECTION A: To be filled in by Offices with ONLY ONE WIN TEAM

1. For each person serving on this WIN Team, list his name, job position and number of months he has been on this Team.

	Name	Job Position	No. Months on Team
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

SECTION B: To be filled in by Offices with TWO OR MORE WIN TEAMS

1. How many WIN Teams are physically located in your office? ____________
(number of Teams)

PLEASE USE THE FOLLOWING PROCESS IN SELECTING THE WIN TEAM TO WHOM WE WILL ADMINISTER QUESTIONNAIRES

2. On a separate sheet of paper, list alphabetically, by last name, the person on each Team designated as that Team's Leader. If a Team does not have a designated Leader, list the person you would consider as the senior member of the Team because of job position or experience.

3. Using this alphabetical listing, select the person who appears ________ on the list. This person, and the members of his Team, are the ones to whom we would like to administer our questionnaires.

4. For each person serving on the WIN Team selected by the process above, list below his name, job position, and number of months he has been on this Team. Please list the Team Leader or senior member first.

	Name	Job Position	No. Months in Position
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

SECTION C: To be filled in by all offices completing Sections A and B

On page 9 is a list of fifteen major caseload functions performed in working with WIN Clients. Detach page 9 and use this list as a guide in answering the questions below.

1. Do the members you have identified as a WIN Team perform all of the functions listed on page 9 for their caseload?

   _____ YES (If YES, skip the rest of this section and go on to Section E, page 8.)

   _____ NO (If NO, continue answering the questions below.)

2. Which of the functions listed on page 9 are not normally performed by the previously identified Team members? Circle the item numbers corresponding to the appropriate caseload functions as listed on page 9.

   Caseload Function #: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

3. Who performs the functions you described above (question 2) for clients of the identified WIN Team?
   Enter in the spaces below the name, job position, number of months in job position, and functions performed by each of these WIN staff members. Describe the functions each normally performs for this Team's clients by circling the appropriate item numbers reprinted below from the list on page 9.

Note: In the event that any one of several people may perform the same caseload function for clients of this WIN Team, list only one of those who perform that particular function.

If certain caseload functions are not performed by your WIN staff but, instead, are performed by outside groups or agencies under agreement with your WIN office: In this case identify the outside agency under the column headed "Name;" indicate under "Months in Position" how long this agency has been performing this service for your office; and, circle the appropriate numbers to identify the caseload functions this agency performs for this Teams clients.

	Name	Job Position	No. Months in Position	Caseload Function Number
1.	________	________	________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
2.	________	________	________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
3.	________	________	________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
4.	________	________	________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

SECTION C: (Continued)

	Name	Job Position	No. Months in Position	Caseload Function Number
5.				1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
6.				1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
7.				1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
8.				1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
9.				1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
10.				1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

SECTION D: To be filled in by offices whose staff is not organized into groups identified as WIN Teams

On page 9 is a list of fifteen major caseload functions performed in working with WIN clients. Detach page 9 and use this list as a guide in providing the information requested below.

1. Using the list of functions as a guide, identify a set of staff members who would normally be involved in performing these different functions for the same client. Identify as many different staff members as would usually be involved in accomplishing these different functions for a particular client in your office.
2. Enter in the spaces below the name, job position, number of months in job position, and the functions which each of the staff members would normally be expected to perform for this particular client. Describe the functions each would be expected to perform by circling the appropriate item numbers reprinted below from the list on page 9.

Note: In the event that any one of several people may perform the same caseload function for a given client, list only one of those who normally perform that particular function.

If certain caseload functions are not performed by your WIN staff but, instead, are performed by outside groups or agencies under agreement with your WIN office: In this case identify the outside agency under the column headed "Name;" indicate under "Months in Position" how long this agency has been performing this service for your office; and, circle the appropriate numbers to identify the caseload functions this agency performs.

	Name	Job Position	No. Months in Position	Caseload Function Number
1.	____________	____________	____________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
2.	____________	____________	____________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
3.	____________	____________	____________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
4.	____________	____________	____________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
5.	____________	____________	____________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
6.	____________	____________	____________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

SECTION D: (Continued)

	Name	Job Position	No. Months in Position	Caseload Function Number
7.	________________	________________	__________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
8.	________________	________________	__________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
9.	________________	________________	__________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
10.	________________	________________	__________	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

SECTION E: To be filled in by all WIN Offices

Person completing this form: ______________________ Name ______________________ Job Position/Title

Address: ______________________ Street or P.O. Box ______ City ______ State ______ Zip Code

Phone Number: ______________________

Upon completion, please forward this questionnaire back to the research staff in accordance with the instructions provided by your State WIN Office. Thank you again for your assistance.

Richard P. Kern, Ph.D.
Project Director

Major WIN Team Functions

1. Receive and schedule referrals for enrollment
2. Enrollment of applicants
3. Assessment and identification of new enrollee's employability status and needs
4. Counseling
5. WIN Orientation
6. Special employability preparation (how to apply, job search, etc.)
7. Development of formal or informal employability plans
8. Referral of enrollees to appropriate education, training, and work experience components
9. Supervision of enrollee's progress while enrolled in WIN
10. Securing job placement of enrollee at appropriate time
11. Conducting Determinations
12. Locates facilities capable of providing the needed types of education, training, and job experience components
13. Location and/or development of job opportunities for current or future enrollees
14. Provides follow-up services to enrollees who have gained employment
15. Maintains a system of records on individual enrollees

Appendix B

INTERVIEWER OUTLINE AND DATA FORMS FOR THE WIN SUPERVISOR INTERVIEW

INTERVIEWER OUTLINE: Manager Interview

I. WIN Office Staffing and Organization.

1. How many WIN staff members are there in your office?
2. How many WIN Teams?
3. How are these teams staffed?

   (NOTES: *For one-team offices, simply verify primary team listing on your master roster.

   *For multi-team offices use Team Organization Sheet to record team member, job positions and number in each.)

   (a) Where, within an office, differences in team staffing exist, determine whether this is by design and if so, why?

   (b) Do members of this team (each team) work together on an assigned caseload? If not, explain variations.
4. Are there other WIN staff in this office who are not identified as members of a particular Team?

   (a) If Yes, who are they by job position and what is the nature of the other major functions they perform?

   (NOTE: Use the "non-team personnel" sheet to record job position or section title of personnel; number of personnel in each; and, nature of duties or functions performed.)

   (b) If I add the total number of Team personnel to the total number of "non-team personnel" will it add up to the total number of WIN staff in the office? If not, why not?

II. Caseload Assignment Procedure.

1. To whom is responsibility for providing program services for individual clients assigned? - to particular staff members? - to a team?
2. In multi-team offices, what factors determine which team a particular enrollee is assigned to?
3. What is the caseload limit for each Team (or Staff member) to whom this responsibility is assigned?
4. At what point after receipt of referral is responsibility for provision of services assigned?

III. Program Statistics

1. Does this office have or maintain any tabulations regarding stages in the program when failures in participation are most likely to occur? Any impressions?
2. Does this office have or maintain any tabulations regarding the types of employability-plan goals of its enrollees?
3. Does this office have or maintain any tabulations regarding the specific education, work and training components used by its enrollees?
4. Does this office have or maintain any tabulations regarding specific types of job placements accomplished?
5. Does this office maintain any of the above types of figures on the basis of teams?

IV. Staff Hiring Standards

1. Are the minimum hiring standards for all of the WIN staff positions established centrally by the State?
2. How do you proceed if you have a vacancy you wish to fill in each of the following WIN job positions?
    (a) Manpower or Job development specialist
    (b) Work and Training Specialist
    (c) Counselor
    (d) Coach
    (e) Clerk/stenographer
3. If hiring is centrally controlled, who is the person or agency we should contact to obtain a complete description of the hiring standards required for WIN staff positions in your state?

V. Staff Inservice Training

1. Have your WIN staff personnel received inservice training oriented specifically towards their WIN staff or Team functions?
    (a) If so, who conducted it (your own office; regional WIN office; State WIN office)?
    (b) What continuing inservice training provisions are there for your staff? (Who is to receive it?; at what points in time?; for what purpose? Who lays down the guidelines?; Who conducts it?)
    (c) If inservice training is centrally controlled, who is the person or agency we should contact to obtain a complete description of the inservice training program?

WIN Office Location ______________________ Date ______________

TEAM ORGANIZATION SHEET

Data Recording Sheet: Number of incumbents in each job position for each WIN Team physically located in this office.

Job Position	Team Identification: Team #													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
TEAM TOTAL														
GRAND TOTAL														

WIN Office Location ______________________________ Date ________________________

NON-TEAM PERSONNEL SHEET

Data Recording Sheet: Number of non-team WIN staff, their job position, and duties

Job Position	# Staff	Major Caseload Functions Performed
		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
		Other
		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
		Other
		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
		Other
		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
		Other
		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
		Other
		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
		Other
		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
		Other
		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
		Other
		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
		Other

NON-TEAM STAFF TOTAL ____________

GENERAL INFORMATION

WIN OFFICE LOCATION ____________________________ Date ____________________

WIN Project No.__________________ No. Teams in Office __________________

For use of ONE-TEAM and MULTI-TEAM OFFICES

I. REFERRALS

1. As of this date, what is the total number of referrals that have been made to this WIN Office since the beginning of the project?

____referrals Dates: From ___________ to ___________
Mo. Day Yr. Mo. Day Yr.

2. Using the same time period, how many of these referrals
a)_____have been actually enrolled in WIN?
b)_____are still waiting to be enrolled in WIN (deferred referrals)?
c)_____have been considered ineligible to enroll in WIN for whatever reason?

II. ENROLLED

1. As of this date, how many enrollees are currently enrolled in the WIN program? (Be sure that this number includes those enrollees currently in a suspense status.)

____active enrollees

III. TERMINATIONS

1. As of this date, how many terminations does this office have? (Use the same time period used in referrals; if you are unable to get figures for that particular time period, be sure to record the reasons why and the time period used for terminations.)

____terminations Dates: From ___________ to ___________
Mo. Day Yr. Mo. Day Yr.

FOR MULTI-TEAM OFFICE USE ONLY

IV. Of the total number of referrals made to this WIN Office since the start of this project, how many referrals has the Team you are dealing with actually enrolled in WIN as of this date? (Put down date the team began enrolling referrees as a team.)

____enrolled by this team since ___________
Mo. Day Yr.

V. As of this date, how many enrollees does the team you are dealing with have currently enrolled? (Be sure that this number includes those enrollees currently in a suspense status.)

____active enrollees

VI. As of this date, how many terminations does the team you are dealing with have? (Put down date the team began terminating as a team.)

____terminated by this team since ___________
Mo. Day Yr.

Appendix C

WORK ACTIVITIES INVENTORY

Human Resources Research Organization
(HumRRO Division No. 3)
Monterey, California 93940

Work Activities Inventory

December 1970

Booklet No.

BACKGROUND INFORMATION

Do not write in this column

Questionnaire ID#:

1. ______________________________
WIN TEAM LOCATION (City & State)

What is the title and level used by the State to describe the job classification in which you are currently employed?

2. ____
Job Classification Title

3. How long have you worked with the WIN program? _____ months

4. How long have you worked as a WIN staff member at your present office location? _____ months

5. Do you supervise other WIN staff? YES _____ NO _____

6. If you do supervise other WIN staff, check the titles which best describe this position:

_______ a. Do not supervise other WIN staff

_______ b. WIN Team coordinator for __________ WIN Teams (how many)

_______ c. Leader of a WIN Team

_______ d. Leader of a specialized WIN services section

_______ e. Other (explain) ______________________________

7. Which of the following job titles best identifies your present WIN position? (Check only one; if none apply, enter your present job title in the write-in space provided).

_______ a. Coach

_______ b. Counselor

_______ c. Job Developer

_______ d. Caseload Manager

_______ e. Work Training Specialist

_______ f. Clerk-Stenographer

_______ g. Other (explain) ______________________________

Go on to Next Page

Do not write in this column

8. In terms of the way the WIN staff in your office is organized, are you considered (check one):

________ a. a member of a WIN Team

________ b. a member of a WIN Team and also a member of a specialized WIN services group

________ c. NOT a member of a WIN Team but one who provides specialized services to assist the WIN Team or Teams

9. If you are identified as a member of a WIN Team, how long have you performed in your current team position?

________ a. months in current Team job position

________ b. not a member of WIN Team

10. Have you previously filled other WIN Team job positions? If so what were these positions and how many months did you serve in each? (Cite most recent one first, next most recent second, etc.)

________ a. Have not held prior WIN Team job positions

________ b. Have held prior WIN Team job positions as:

______________________	________
Prior Team job position	No. of months
______________________	________
Prior Team job position	No. of months

11. Who was your employer just prior to the time you joined the WIN program staff?

____
Name of Company or Agency

12. How long were you employed by this company or agency?

________ years, ________ months.

13. What was your last position with this company or agency?

____
Job position or description

Go on to Next Page

Do not write in this column

14. Have you had any job experience, prior to working with WIN, that you consider of direct assistance in helping you to perform your duties in your current staff position?

________ a. No, none of direct assistance

________ b. Yes, as a ________________________________
Job position

Major Duties: ________________________________

____

Employer: ________________________________

Describe your educational background by checking the items below which apply to you. Fill in additional information requested as appropriate to your background.

15. High School

________ a. Did not complete high school

________ b. Completed high school or equivalent

16. College

________ a. Did not attend college

________ b. Attended a junior college

________ c. Attended a 4-year college

________ d. Graduated from a 4-year college

________ e. If you attended college, what was your area of study?

____

17. Graduate School

________ a. Attended but did not complete advanced degree requirements

________ b. Completed advanced degree requirements. Received a

________________ in ________________________
Type of degree Subject area

Go on to Next Page

18. Since joining the WIN staff, have you received training which you consider directly relevant to your current WIN job duties?

________ a. No, none directly relevant

________ b. Yes (please describe below):

Nature/purpose of training ____________________

____

Agency conducting training ____________________

Date received training ____________________
Month Year

19. Since joining the WIN staff have you received any other type of training related to the WIN program?

________ a. No, have not received any other training

________ b. Yes (please describe below):

Nature/purpose of training ____________________

____

Agency conducting training ____________________

Date received training ____________________
Month Year

20. What training have you had *prior to joining the WIN staff* that you feel was of assistance in preparing you for job positions on the WIN staff?

________ a. No training of assistance

________ b. Yes (please describe below):

Nature/purpose of training ____________________

____

Related WIN position ____________________

Agency conducting training ____________________

Date received training ____________________
Month Year

Do not write in this column

Go on to Next Page

JOB ACTIVITIES INVENTORY

This inventory contains lists of tasks considered necessary to the accomplishment of major duties performed by WIN Teams. Each major duty is printed in capital letters and followed by the tasks (the numbered items) thought to be important to the accomplishment of that major duty.

You are asked to respond to two questions regarding the tasks listed under these major duties.

FIRST QUESTION: *Which of the tasks listed under each major duty do you personally perform?*

Answer this question first. Read through all of the items in this inventory and indicate each of the tasks you personally perform as a normal or usual part of your job. To indicate each of the tasks you perform, place a check mark after the task in the column headed "✓ if you do".

Go through the entire inventory answering this question before going on to the second question described below.

SECOND QUESTION: *How is your time distributed over the different tasks you perform?*

Start at the beginning of the inventory again and consider only those tasks which you have checked. Rate "Time Spent" by using the five-point rating scale to answer the following question for each task you perform:

How much time do you spend on the task you are rating compared to the amount of time you spend on each of the other tasks you perform?

1- much less time
2- slightly less time
3- same amount as most others
4- slightly greater amount
5- much greater amount

For example, if you feel you spend about the same amount of time on a particular task you are rating as you spend on most of the other tasks you perform, you would circle the number "3" next to that task in the column headed "Time Spent".

Listed below are a duty and the tasks which it includes. Please check all tasks which you perform. When you have finished this, go back and rate each task checked for amount of time you spend on it compared to the time spent on each of the other tasks you perform.

	√ if you do	Time Spent 1—much less time 2—slightly less time 3—same amount as on most others 4—slightly greater amount 5—much greater amount
RECEIVES AND PROCESSES WELFARE DEPARTMENT REFERRAL FORMS.		
1. Reviews referral forms to identify applicant's enrollment priority and to determine need for additional information prior to scheduling.		1 2 3 4 5
2. Contacts Welfare if additional information is needed regarding a referral.		1 2 3 4 5
3. Evaluates, on basis of referral information whether or not applicant can be considered appropriate for scheduling for enrollment at that time.		1 2 3 4 5
4. Notifies Welfare of referrals considered inappropriate for enrollment under their existing circumstances.		1 2 3 4 5
5. Schedules referrals for enrollment interview and notifies applicant and Welfare Department.		1 2 3 4 5
6. Notifies Welfare when an applicant does not appear for an enrollment interview.		1 2 3 4 5
7. Maintains records on referrals received.		1 2 3 4 5
ACCOMPLISHES ENROLLMENT AND INITIAL ASSESSMENT OF APPLICANT.		
8. Conducts enrollment interview with applicant.		1 2 3 4 5
9. Decides on the appropriateness of enrollment on the basis of the additional information obtained during the enrollment interview.		1 2 3 4 5
10. Completes enrollment of applicants considered appropriate for enrollment.		1 2 3 4 5

Go on to Next Page

Listed below are a duty and the tasks which it includes. Please check all tasks which you perform. When you have finished this, go back and rate each task checked for amount of time you spend on it compared to the time spent on each of the other tasks you perform.	√ if you do	Time Spent 1—much less time 2—slightly less time 3—same amount as on most others 4—slightly greater amount 5—much greater amount
ACCOMPLISHES ENROLLMENT AND INITIAL ASSESSMENT OF APPLICANT (Continued).		
11. Discusses with applicant who refuses enrollment his reasons for refusing and explains possible consequences of refusal.		1 2 3 4 5
12. Schedules applicant who continues to refuse enrollment for a Determination decision.		1 2 3 4 5
13. Refers applicants interviewed and considered not appropriate candidates for enrollment back to Welfare Department.		1 2 3 4 5
14. Identifies new enrollee as job ready.		1 2 3 4 5
15. Identifies new enrollee as requiring education, training, and/or special employability orientation services.		1 2 3 4 5
ACCOMPLISHES INITIAL ASSIGNMENT OF ENROLLEE.		
16. Develops initial assignment plans for a new enrollee.		1 2 3 4 5
17. Refers new enrollees considered employable to job placement service.		1 2 3 4 5
18. Arranges for new enrollees to be enrolled in WIN Orientation.		1 2 3 4 5
19. Refers new enrollees for further, more extensive, vocational assessment.		1 2 3 4 5
20. Refers new enrollees possessing employable skills but exhibiting special employability problems to special employment preparation sessions.		1 2 3 4 5

Go on to Next Page

Listed below are a duty and the tasks which it includes. Please check all tasks which you perform. When you have finished this, go back and rate each task checked for amount of time you spend on it compared to the time spent on each of the other tasks you perform.

ASSISTS ENROLLEE IN DEVELOPING VOCATIONAL GOALS AND PLANS FOR ATTAINING THESE GOALS.

	√ if you do	Time Spent 1—much less time 2—slightly less time 3—same amount as on most others 4—slightly greater amount 5—much greater amount
21. Plans or assists in planning and conducting WIN Orientation sessions.		1 2 3 4 5
22. Conducts sessions with enrollees to assist them in identifying and coping with attitudes and habits which are likely to interfere with attainment of employment goals.		1 2 3 4 5
23. Determines which assessment procedure or techniques will be appropriate for use with a particular enrollee.		1 2 3 4 5
24. Arranges for administration of the selected assessment tests or procedures.		1 2 3 4 5
25. Administers standard tests and other assessment procedures to enrollees.		1 2 3 4 5
26. Interprets the results of standard tests and other assessment procedures in terms of their implications for the future plans of the individual enrollee.		1 2 3 4 5
27. Reviews work history, educational achievement, and job related aptitudes with individual enrollee in relation to possible training and vocational goals.		1 2 3 4 5
28. Identifies employability goals appropriate to the enrollee.		1 2 3 4 5
29. Determines the specific educational, work, and/or training components to which the enrollee will be assigned.		1 2 3 4 5
30. Makes arrangements for the enrollee to obtain the education, training, work experience, or job placement services appropriate to his employability plan.		1 2 3 4 5

Go on to Next Page

Listed below are a duty and the tasks which it includes. Please check all tasks which you perform. When you have finished this, go back and rate each task checked for amount of time you spend on it compared to the time spent on each of the other tasks you perform.	√ if you do	Time Spent 1—much less time 2—slightly less time 3—same amount as on most others 4—slightly greater amount 5—much greater amount
ASSISTS ENROLLEE IN OBTAINING NEEDED SERVICES AND SUPERVISES HIS PROGRESS DURING ENROLLMENT.		
31. Coordinates with Welfare representative to assist enrollee in obtaining aid and services required to enable him to continue to participate in the program.	☐	1 2 3 4 5
32. Contacts individual enrollees to determine whether or not they are receiving aid and services for which arrangements were made.	☐	1 2 3 4 5
33. Monitors enrollee's attendance and progress in achievement during enrollment in education, training, or work experience components.	☐	1 2 3 4 5
34. Contacts individual enrollees who have missed appointments or failed to attend education, training, or work experience sessions, to determine reason for non-attendance.	☐	1 2 3 4 5
35. Discusses with enrollee his refusal to accept assignment or his failure to participate in component and explains possible consequences of continued refusal to participate.	☐	1 2 3 4 5
36. Discusses with enrollee his failure or refusal to accept referral to employment or to accept employment offered and explains possible consequences of continued failure or refusal.	☐	1 2 3 4 5
37. Schedules enrollees who fail to participate or fail to accept employment referrals or employment offers for Determination decision.	☐	1 2 3 4 5
38. Determines through periodic reassessment of individual enrollees' status and progress, whether or not there is need for revision of the individual's employability plan.	☐	1 2 3 4 5
39. Modifies or reorients enrollee's employability plan and the services provided on the basis of decisions made during reassessment of his progress.	☐	1 2 3 4 5
40. Provides regular follow-up services for enrollees who have obtained job positions.	☐	1 2 3 4 5

Go on to Next Page

Listed below are a duty and the tasks which it includes. Please check all tasks which you perform. When you have finished this, go back and rate each task checked for amount of time you spend on it compared to the time spent on each of the other tasks you perform.	√ if you do	Time Spent 1—much less time 2—slightly less time 3—same amount as on most others 4—slightly greater amount 5—much greater amount

ASSISTS ENROLLEE IN OBTAINING NEEDED SERVICES AND SUPERVISES HIS PROGRESS DURING ENROLLMENT
(Continued).

41. Provides intensive follow-up services for enrollees who have obtained job positions.		1 2 3 4 5
42. Identifies and refers for termination enrollees who have proven unable to progress sufficiently to make further utilization of WIN services practical.		1 2 3 4 5
43. Identifies and refers for termination enrollees who are satisfactorily employed and are no longer in need of WIN program services.		1 2 3 4 5

CONDUCTS DETERMINATIONS IN CASE OF APPLICANT/ ENROLLEE REFERRED FOR DETERMINATION DECISION.

44. Determines whether enrollee's refusal of employment was with or without good cause.		1 2 3 4 5
45. Determines whether enrollee's refusal of referral to employment was with or without good cause.		1 2 3 4 5
46. Determines whether applicant's refusal to enroll was with or without good cause.		1 2 3 4 5
47. Determines whether enrollee's refusal of assignment in WIN was with or without good cause.		1 2 3 4 5
48. Determines whether enrollee's de facto refusal to participate is with or without good cause.		1 2 3 4 5
49. Notifies enrollee of the Determination decision, the effect it will have on his Welfare grant, and his future status in the WIN program.		1 2 3 4 5
50. Notifies Welfare Department of the Determination decision.		1 2 3 4 5

Go on to Next Page

Listed below are a duty and the tasks which it includes. Please check all tasks which you perform. When you have finished this, go back and rate each task checked for amount of time you spend on it compared to the time spent on each of the other tasks you perform.

√ if you do	Time Spent 1—much less time 2—slightly less time 3—same amount as on most others 4—slightly greater amount 5—much greater amount

CONDUCTS DETERMINATIONS IN CASE OF APPLICANT/ ENROLLEE REFERRED FOR DETERMINATION DECISION
(Continued).

51. Notifies enrollee whose refusal is considered not valid of his right to appeal and the procedures for appeal.	☐	1	2	3	4	5
52. Represents the Department of Employment at WIN Appeal Hearings.	☐	1	2	3	4	5

PROVIDES EDUCATION AND WORK AND TRAINING COMPONENT RESOURCES TO SERVICE THE JOB-PREPARATION NEEDS OF WIN ENROLLEES.

53. Analyzes present and projected labor market requirements in light of anticipated job qualification characteristics of WIN enrollees, and extent and kinds of vocational preparation feasible within the framework of the WIN program.	☐	1	2	3	4	5
54. Reviews on a continuing basis, the vocational plans and aspirations of enrollees in the program.	☐	1	2	3	4	5
55. Determines the occupational areas in the local labor market likely to serve as the goals of enrollees' employability plans.	☐	1	2	3	4	5
56. Identifies qualified agencies within the local area competent to provide education or work training component services consistent with the WIN program's objectives.	☐	1	2	3	4	5
57. Develops agreements with qualified agencies to provide education or work training programs.	☐	1	2	3	4	5
58. Monitors operation of education and work and training components to assure that they continue to meet WIN enrollee needs and WIN program standards.	☐	1	2	3	4	5

DEVELOPS AND/OR LOCATES JOB OPPORTUNITIES FOR WIN ENROLLEES.

59. Studies employment practices and problems of local public and private employers to identify areas which might permit development of increased employment opportunities for WIN enrollees.	☐	1	2	3	4	5
60. Interests and assists employers in identifying and modifying irrelevant or unrealistically stringent employment standards.	☐	1	2	3	4	5

Go on to Next Page

Listed below are a duty and the tasks which it includes. Please check all tasks which you perform. When you have finished this, go back and rate each task checked for amount of time you spend on it compared to the time spent on each of the other tasks you perform.	√ if you do	Time Spent 1—much less time 2—slightly less time 3—same amount as on most others 4—slightly greater amount 5—much greater amount

DEVELOPS AND/OR LOCATES JOB OPPORTUNITIES FOR WIN ENROLLEES (Continued).

61. Interests and assists employers in restructuring jobs and career advancement opportunities.	☐	1 2 3 4 5
62. Works with or through job development personnel of other agencies to achieve increased employment opportunities for WIN enrollees.	☐	1 2 3 4 5
63. Initiates and maintains contacts with local employers in an effort to locate and identify appropriate jobs for specific WIN enrollees.	☐	1 2 3 4 5
64. Works through the local State Employment Office to locate job opportunities for WIN enrollees nearing completion of their employment preparation or training.	☐	1 2 3 4 5
65. Advises the team regarding the adequacy of training services provided and their relevance to employers' hiring standards and the skills required on the job.	☐	1 2 3 4 5
66. Advises the team regarding the appropriateness of individual enrollees' employability plans in relation to job opportunities and hiring standards.	☐	1 2 3 4 5

PERFORMS INTERNAL TEAM MANAGEMENT FUNCTIONS NECESSARY TO COORDINATE AND SUPPORT TEAM MEMBER EFFORTS WITH THE INDIVIDUAL ENROLLEES.

67. Plans and/or supervises the maintenance of an individual case folder record system.	☐	1 2 3 4 5
68. Plans and/or supervises the maintenance of a system to provide Team members with information concerning the current enrollment status of each enrollee.	☐	1 2 3 4 5
69. Calls or arranges scheduling of Team conferences to accomplish employability planning for individual enrollees.	☐	1 2 3 4 5
70. Assigns or distributes enrollee caseload responsibilities to individual Team members.	☐	1 2 3 4 5

Go on to Next Page

Listed below are a duty and the tasks which it includes. Please check all tasks which you perform. When you have finished this, go back and rate each task checked for amount of time you spend on it compared to the time spent on each of the other tasks you perform.	√ if you do	Time Spent 1—much less time 2—slightly less time 3—same amount as on most others 4—slightly greater amount 5—much greater amount

PERFORMS INTERNAL TEAM MANAGEMENT FUNCTIONS NECESSARY TO COORDINATE AND SUPPORT TEAM MEMBER EFFORTS WITH THE INDIVIDUAL ENROLLEES (Continued).

71. Plans inservice training and workshops for WIN Team members.		1 2 3 4 5
72. Conducts inservice training and workshops for WIN Team members.		1 2 3 4 5
73. Attends inservice training and workshops for WIN Team members.		1 2 3 4 5
74. Reads and reviews WIN directives to keep abreast of program guidance relevant to Team members' duties and functions.		1 2 3 4 5

PERFORMS CLERICAL DUTIES REQUIRED FOR INITIATION AND MAINTENANCE OF RECORDS AND PREPARATION OF REPORTS.

75. Initiates individual case folder for each new enrollee.		1 2 3 4 5
76. Records progress notes and other relevant information in the individual's enrollee's record folder.		1 2 3 4 5
77. Prepares letter or forms required to authorize the individuals enrollment in WIN components.		1 2 3 4 5
78. Prepares letters or forms required upon termination of an individual's enrollment in the program.		1 2 3 4 5
79. Maintains records showing current enrollment status of each enrollee.		1 2 3 4 5
80. Prepares letters or forms required to notify appropriate agencies of changes in the individual's enrollment status.		1 2 3 4 5

Go on to Next Page

Listed below are a duty and the tasks which it includes. Please check all tasks which you perform. When you have finished this, go back and rate each task checked for amount of time you spend on it compared to the time spent on each of the other tasks you perform.	√ if you do	Time Spent 1—much less time 2—slightly less time 3—same amount as on most others 4—slightly greater amount 5—much greater amount

PERFORMS CLERICAL DUTIES REQUIRED FOR INITIATION AND MAINTENANCE OF RECORDS AND PREPARATION OF REPORTS (Continued).

81. Prepares letters or forms required for enrollee to be authorized to receive WIN incentive payments.		1 2 3 4 5
82. Prepares monthly program activity or other periodic administrative reports.		1 2 3 4 5

NOTE:
Please be sure you have completed the "Time Spent" ratings for each task you perform before turning this page and starting the next series of questions.

Major Caseload Functions (T)

Below is a list of major caseload functions accomplished by WIN staff. We wish to know who is involved in accomplishing each of these caseload functions for the group of enrollees with whom you work.

The names of the members of your group, including your own, are listed on the attached sheet. The number next to each name on the attached list tells you which of the columns below to use for that person when recording your answers. For example, use the column below labeled "#1" for the person whose name is written by the #1 on the attached list; use column #2 for the person whose name appears next to the #2 on the list; and so on.

After reading the description of each function, mark an answer for yourself and each of the other persons listed before going on to the next caseload function.

For yourself and each person listed, circle the:
Y (for yes) if you know the person is directly involved in accomplishing this function;
? (for uncertain) if you are not sure if the person is directly involved;
N (for no) if you know the person *is not* directly involved in accomplishing this function.

PLEASE CIRCLE EITHER THE Y, ?, OR N FOR EACH PERSON ON EACH OF THE CASELOAD FUNCTIONS.

MAJOR CASELOAD FUNCTIONS	WIN Staff Members (See names on attached list)									
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
1. Receive and schedule referrals for enrollment.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N
2. Enrollment of applicants.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N
3. Assessment and identification of new enrollee's employability status and needs.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N
4. Conduct of WIN Orientation and/or special employability preparation sessions.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N

Go on to Next Page

PLEASE CIRCLE EITHER THE Y, ?, OR N FOR EACH PERSON ON EACH OF THE CASELOAD FUNCTIONS

MAJOR CASELOAD FUNCTIONS	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
5. Development of formal or informal employability plans.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N
6. Referral of enrollees to appropriate education, training and work experience components.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N
7. Supervision of enrollee's attendance and progress while enrolled in WIN.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N
8. Securing job placement of enrollee at appropriate time.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N
9. Conduct of Determinations.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N
10. Location of facilities to provide needed education, training, and job experience components.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N
11. Location and/or development of job opportunities for current or future enrollees.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N
12. Provision of follow-up services to enrollees who have gained employment.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N
13. Maintenance of a system of records on individual enrollees.	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N

Go on to Next Page

Major Caseload Decision Areas

On this page we wish you to rate how big a part the *client, yourself, and each member of your group* play in influencing decisions made in each of the different decision areas listed below.

The names of the members of your group, including your own, are listed on the attached sheet. The number next to each name on the attached list tells you which of the columns below to use for that person's ratings. For example, use the column below labeled "#1" for the person whose name is listed as #1 on the attached list; use column #2 for the person whose name appears as #2 on the attached list; and, so on. Ratings for the part the client usually plays in the different decisions made are to be entered in the column headed "Client".

After reading the description of a particular decision area, make your ratings by answering the following question:

HOW BIG A PART DOES EACH PERSON BEING RATED USUALLY PLAY IN DETERMINING THE DECISIONS MADE IN THIS DECISION AREA?

1–plays no part in decisions made in this area;
2–plays minor part;
3–plays moderate part;
4–plays major part;
5–makes decisions in this area by himself.

Mark your answers by recording in each person's column the number from the rating scale which best describes the part that person usually plays in making decisions of that type.

MAJOR CASELOAD DECISION AREAS	Client	WIN Staff Members (See names on attached list)									
		#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
1. Identification of those who can be considered appropriate for enrollment and those who cannot.											
2. Identification of new enrollee as either job ready or as in need of further employability preparation.											
3. Identification of initial component to which new enrollee will be assigned.											
4. Identification of feasible employment goals for the individual enrollee.											

Go on to Next Page

Mark your answers by recording in each person's column the number from the rating scale which best describes the part that person usually plays in making decisions of that type.

MAJOR CASELOAD DECISION AREAS	Client	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
5. Identification of education, training and work experience components needed to enable the individual enrollee to attain his employment goals.											
6. Identification of when modifications or revisions in enrollee employability plans are required.											
7. Identification of the specific modifications or revisions of employability plans required for individual enrollee.											
8. Identification of the nature of follow-up services required by the individual enrollee.											
9. Identification of when it is appropriate to refer enrollee for termination.											

Appendix D

INTERVIEWER OUTLINE FOR THE TEAM LEADER OR SENIOR TEAM MEMBER INTERVIEW

INTERVIEWER OUTLINE: Team Leader or Experienced Team Member Interview

We are interested in getting a fuller description of the way in which your team functions in providing services to the client during the various stages of the program, starting from time of a client's referral and going through to the time he completes his employability plan.

Part I. Period extending from time of referral by Welfare, through enrollment, to the time the enrollee starts his initial assignment.

FIRST CONTACT

1. With whom does the client normally have his first face-to-face contact in this office?
2. What is the objective or function performed during this contact?
3. Is this the first contact for all clients?
    a. If not, what are the alternatives?
    b. What is the basis for deciding on one alternative versus another?
4. What decisions are made on the basis of this contact?
    a. Who makes these decisions and how?
    b. What actions may be taken on the basis of this contact?
5. Do the results of this contact determine selection of the client's next contact?
    a. If so, what are the alternative "next contacts"?
    b. What is the basis for selecting one alternative versus another?

SECOND CONTACT, THIRD CONTACT, ETC.

Note: Repeat the above cycle of questions as appropriate to trace in a sequential fashion, the contacts between the enrollee and the WIN Staff up until the time the enrollee starts his initial assignment (usually WIN Orientation). For each contact determine:

1. Job position identity of WIN Staff making the contact;
2. Purpose of the contact;
3. Contact routine for all clients; or, nature and type of contact dependent upon clients individual circumstances or characteristics? (describe)
4. Decisions made on basis of this contact - who makes them - how - these decisions lead to what courses of action?
5. Is next contact always the same regardless of results of this contact? If not, describe alternatives and basis for selection.

Part II. Period extending from Enrollee's start in Orientation to his start in his first education, work or job skill training component.

1. What type of contact, if any, does your team have with the enrollee while he is assigned to the Orientation component?
    a. Which team member or members are normally involved in contacts with enrollees during the Orientation period?
    b. Are these contacts initiated by the team members or by the enrollee?
    c. What is the objective or function performed by these contacts?
    d. Are contacts of the above types normally carried out with all enrollees during this period or only in special cases?
2. What types of decisions are made during this period regarding the enrollee's future assignment plans?
    a. Who makes these decisions and how?
    b. How is the enrollee informed of his future assignment plans?

Part III. Period extending from Enrollee's start in first Education, Training or Work Experience component to his eventual job placement.

1. What type of contact does your Team have with the enrollee while he is assigned to education, training or work experience components?; While he is in holding status between components?
    a. Which team member or members are normally involved in contacts with the enrollee during his assignment to education, work or training components?; while he is in holding status between components?
    b. Are these contacts initiated by team members or by the enrollee?
    c. What is the objective or function performed by these contacts?
    d. Are contacts of the above types normally carried out with all enrollees during this period or only when particular problems arise?
2. What types of decisions are made during this period regarding the enrollees program participation, employment preparation and job placement?
    a. Who makes these decisions and how?
    b. How is the enrollee informed of these plans or decisions?

HUMAN RESOURCES RESEARCH ORGANIZATION

300 North Washington Street • Alexandria, Virginia 22314

President	Dr. Meredith P. Crawford
Executive Vice President	Dr. William A. McClelland
Director for Business Affairs and Treasurer	Mr. Charles W. Smith
Director for Operations	Mr. Arnold A. Heyl
Director for Program Development	Dr. Robert G. Smith, Jr.
Director for Research Design and Reporting	Dr. Eugene A. Cogan

RESEARCH DIVISIONS

HumRRO Division No. 1 (System Operations) 300 North Washington Street Alexandria, Virginia 22314	Dr. J. Daniel Lyons Director
HumRRO Division No. 2 Fort Knox, Kentucky 40121	Dr. Donald F. Haggard Director
HumRRO Division No. 3 Post Office Box 5787 Presidio of Monterey, California 93940	Dr. Howard H. McFann Director
HumRRO Division No. 4 Post Office Box 2086 Fort Benning, Georgia 31905	Dr. T.O. Jacobs Director
HumRRO Division No. 5 Post Office Box 6057 Fort Bliss, Texas 79916	Dr. Albert L. Kubala Director
HumRRO Division No. 6 (Aviation) Post Office Box 428 Fort Rucker, Alabama 36360	Dr. Wallace W. Prophet Director
HumRRO Division No. 7 (Social Science) 300 North Washington Street Alexandria, Virginia 22314	Dr. Arthur J. Hoehn Director